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DEVELOPMENT OF CRITERIA FOR DEFINING THE RESPONSIBILITIES AND AUTHORITY OF THE COUNTY ELEMENTARY EDUCATION CONSULTANT IN THE PUBLIC SCHOOLS IN CARROLL COUNTY, IOWA

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by

LaVonne H. Hurd

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DEVELOPMENT OF CRITERIA FOR DEFINING THE RESPONSIBILITIES AND AUTHORITY OF THE COUNTY ELEMENTARY EDUCATION CONSULTANT IN THE PUBLIC SCHOOLS IN CARROLL COUNTY, IOWA

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CHAPTER I

INTRODUCTION

The role of the elementary education consultant in Carroll County has not been defined since 1951 when the first supervisor to be employed by the County Board of Education wrote a thesis on initiating a supervisory program in Carroll County. In this study, the supervisor specified the types of activities and services she had rendered during her first year and suggested activities for continuing the supervisory program.[1]

Many changes have taken place since that time. In 1951 there were thirty-three public schools in the county, twenty-five of which were one room rural schools. A total of seventy-seven teachers were employed by the various school districts. Only one of the schools was considered large enough to warrant the services of an elementary school principal.[2]

Due to reorganization and the consolidation of districts there are four public elementary schools in the county in June, 1965. Seventy-five elementary teachers are

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[1]Mildred Middleton, "Initiating A Program of Elementary Supervision in the Public Schools of Carroll County, Iowa" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1951), p. 7.

[2]Ibid., p. 25.

employed in these schools. Two of the schools now employ full-time elementary school principals and the other two schools employ part-time teaching principals.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to analyze the duties of the county elementary education consultant; (2) to elicit the views of local superintendents and principals in respect to this position; (3) to make comparisons of the results of this study with the conclusions reached by Heitland in her 1963 research; and (4) to set up guidelines to promote more effective service by the Carroll County Elementary Education Consultant.

Importance of the study. The supply of qualified supervisory personnel in Iowa has not kept up with the demand. In the spring of 1965, it was learned that very few graduate students were preparing themselves for service as elementary education consultants in the major colleges and universities in the Midwest.[1] Because of this, some county superintendents have been compelled to employ personnel who were not fully certified, on the condition that their training be diligently pursued so as to permit certification at the earliest possible date.[2]

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[1]Statement by George W. Hohl, personal interview.

[2]Statement by Victor O. Draheim, personal interview.

In any position it is important that the role be clearly defined and this is especially true when the employee is receiving "on-the-job" training.

This study was of importance in that it will identify the responsibilities and authority of the elementary education consultant in Carroll County and thus improve the effectiveness of the supervisory program.

Limitations of the study. The scope of this study was limited to the general instructional supervision by the elementary education consultant to the four public school districts in the county that are entitled by law to receive direct services from the office of the county superintendent of schools.[1] These are: the Carroll Independent School District, the Coon Rapids Community School District, the Glidden-Ralston Community School District, and the Manning Community School District.

II. DEFINITIONS OF TERMS USED

Consultant. The term "consultant" refers to a professionally trained person, without administrative authority, whose advice is sought in improving an educational program, the facilities offered, or methods of co-operation.[2]

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[1]Code of Iowa, Volume I (Des Moines: Wallace Homestead Company, 1962), p. 882.

[2]Carter V. Good, Dictionary of Education, second edition, (New York: McGraw-Hill Book Company, Inc., 1959), p. 125.

Supervisor. A supervisor is any school officer charged with responsibility for guiding and directing the work of other school employees.[1]

Co-ordinator. Any person responsible for the co-ordination of various phases of the educational program within a school or county may be called a co-ordinator.[2]

The terms "consultant," "supervisor," and "co-ordinator" are very similar in meaning and were used to refer to the same type of position throughout this study. Within the review of literature, the term "supervisor" is used more often, it having been in existence longer. Connotations connected with the term "supervision" have caused it to be looked upon in an unfavorable light because of its early authoritarian role. Therefore, some writers, as well as many others in the field of education, prefer to use the term "consultant" or "co-ordinator."

III. PROCEDURE

Statement of procedure. The research of this project was carried out in the following steps:

1. Educational and professional publications, theses, and other materials related to the work of consultants and supervisors were reviewed.

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[1] Ibid., p. 540.

[2] Ibid., p. 132.

2. Conferences were held with six county elementary education consultants in western Iowa and with the elementary education consultant from the State Department of Public Instruction to ascertain promising practices which they have found to be especially helpful in the improvement of instruction.
3. A guide for an oral questionnaire was prepared, appointments made and a personal interview was held with the county superintendent of schools, each local school district superintendent, and each of the elementary principals of public schools in Carroll County.
4. Records were made of each interview and the data presented.
5. Conclusions were drawn from these data and the review of literature and comparisons were made with the conclusions reached in the 1963 research by Heitland.
6. Guidelines were set up in the form of a syllabus to aid present and future consultants in Carroll County.

CHAPTER II

REVIEW OF LITERATURE, CONFERENCES

The role which the elementary education consultant plays in the field of education is gaining in significance with the growing demands being made on our schools. Recent years have seen many changes occur in the concepts of supervision, and therefore, in the practices used by the consultant. This chapter will explore current practices as revealed by the literature and by conferences with consultants serving in the field.

I. HISTORY OF SUPERVISORY POSITIONS

Supervision in American education had its beginning in the New England area early in the seventeenth century when groups of selectmen were given the responsibility of appointing teachers, inspecting the schools and examining the pupils in reading and writing as a check upon the work of the teacher. By 1789, the lawmakers of Massachusetts had passed a law requiring that all town and district schools be inspected at least twice a year by ministers, the selectmen, or school committees. A Massachusetts law, in 1826, required that school committees supervise the teachers' methods of work and give aid to those who were weak in any areas. Shortly thereafter, the classification of pupils and the

adoption of textbooks were added to their supervisory activities. These practices soon spread to other colonies and as settlers moved westward they carried with them the educational ideas to which they had become accustomed.[1]

The nineteenth century saw a rapid increase in the size of communities and thus in the growth of the schools. This necessitated the selection of more teachers and the appointment of one of these teachers as head master or principal. His primary responsibilities were the administration of the school and the teaching of classes, with the function of supervision remaining in the hands of laymen.[2]

The inefficiency of the schools and the low esteem in which they were held during this period, were in marked contrast to the ideals and efforts that had sparked their beginnings. This caused a growing uneasiness and when the newly adopted Federal Constitution made no provision for public education, state school systems were developed and the position of state superintendent of schools was created. These superintendents worked without the personnel and financial facilities that would have enabled them to carry

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[1]George C. Kyte, How to Supervise (New York: Houghton Mifflin Company, 1930), pp. 3-12.

[2]Charles Boardman, Harl L. Douglas, and Rudyard K. Bent, Democratic Supervision in Secondary Schools (New York: Houghton Mifflin Company, 1953), p. 25.

on a program of supervision although this was supposed to be a part of their responsibility.

When it was realized that the co-ordination of the entire state school effort could not be handled by a single state official, it was the natural thing to turn to the county offices for help and the position of county superintendent of schools emerged. As the educational leader, the superintendent was to administer to and to supervise all the schools in his county. However, as towns and cities increased in size, boards of education saw the need for local school superintendents and men were hired for these positions with responsibility for school supervision and management, while the county superintendent continued the supervision of rural schools. Gradually the principals in the larger schools were relieved of their teaching duties and they became full-time administrators and supervisors.[1]

As schools continued to grow and the curriculum was expanded to include a number of subjects which the regular teachers were not adequately trained to teach, master teachers were hired to train and supervise the teachers in these areas. These teachers came to be known as special supervisors with the superintendents and principals retaining the responsibility for general supervision. However, as administrative

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[1]Harold Spears, Improving the Supervision of Instruction (New York: Prentice Hall, Inc., 1953), pp. 49-57.

duties began to require more of the time of these two officers, some of the larger city schools hired master teachers as general supervisors.[1]

At this time, county school superintendents were likewise becoming more deeply involved with administrative duties and rural school supervisors were added to some county staffs "in order to provide a type of help to rural teachers somewhat akin to that furnished city-school teachers."[2] In this manner the position of county elementary education supervisor came into being.

II. CHANGING CONCEPTS OF SUPERVISION

A great many changes have taken place in the concepts of supervision since the early grammar school inspections by selectmen in New England in the 1700's. The philosophy, the objectives, the functions and techniques, and the outcomes bear little relationship to the early functions of criticizing and advising the teacher. Of these practices, Hicks has said:

> The earliest forms of supervision practiced in American schools were characterized by inspection and subsequent appraisal based on preconceived and almost completely uniform standards. There is little evidence that attention to the detection of faulty procedures of classroom teachers was accompanied by a parallel interest in offering assistance in the

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[1]Kyte, op. cit., pp. 22-25.

[2]Ibid., p. 16.

> improvement of the situation. The matter now appears even more serious as we realize that these supervisory functions were often performed by administrators, or even laymen, with little or no professional background or training.[1]

Early definitions of supervision were almost meaningless as neither laws and board rules nor professional publications contained anything but vague and general statements, such as,

> Supervision is taking the broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details. . . . Supervision is the vision in the old and beautiful sense of seeing things invisible.[2]

Some of the early definitions, including this one reported by Barr, "The business of a supervisor is to cast a genial influence over his schools, but otherwise he is not to interfere with the work,"[3] are quite typical of the laissez-faire attitude and appear quite humorous until we realize that this theory of supervision is still in existence far more widely than is thought. "Lazy and incompetent superintendents and supervisors excuse their inability and failure to give leadership by saying that their teachers are left 'free,' they are not to be 'imposed upon,' or 'directed.' A few even call this 'democratic' supervision! It is nothing but good old laissez-faire!"[4]

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[1]Hanne J. Hicks, Educational Supervision in Principal and Practice (New York: Ronald Press Company, 1960), p. 3.

[2]A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: D. Appleton-Century Company, Inc., 1947), p. 4.

[3]Ibid.

[4]Ibid., p. 6.

Then, as so often happens in education, the pendulum began to swing to the other extreme and following the period when the laissez-faire attitude held sway, the philosophy of supervision changed and coercion predominated. This change was brought on mainly by the recognition that many teachers lacked the training they needed to teach the many subjects that were being added to the curriculum. There was also widespread concern over the generally low level of efficiency of some of the teachers. During this period, teachers came to be looked upon as employees whose only responsibility was to carry out the directions of those in the upper levels of administration and supervision. Learning was considered to be a mechanical process and it was felt that if the teachers were told what to teach and how to teach, good education would be the result. Attitudes of superiority, omnipotence and condescension pervaded much of the activity of supervision during this period. According to Barr, some of the weaknesses of coercive supervision are:

1. This concept assumes that there are known best methods of doing anything. These are in the possession of the supervisor and may be handed out to the teachers. It ignores the precarious, uncertain, and experimental aspects of life and of education.

2. This concept is destructive of personality values, particularly of initiative and originality. Repressions, inhibitions, and even complexes may result.

3. The concept sets up a highly improper relationship between supervisor and teachers. Fear and distrust enter. Insincerity and dishonesty result.[1]

During the first quarter of this century, when it became evident that the results of the coercive method were not what had been hoped for, the philosophy of supervision began to change once more. However, just as some administrators and supervisors still adhere to the laissez-faire policy, others continue to adhere to policies of coercion. The trend has been, during the past fifty years, toward a more democratic philosophy of training and guidance.

In 1922, Burton presented one of the first statements of a more modern concept of supervision when he described it as being concerned with:

1. The improvement of the teaching act.
2. The improvement of teachers in service.
3. The selection and organization of subject-matter.
4. Testing and measuring.
5. The rating of teachers.[2]

In 1923, Fannie Dunn advanced the idea that:

> Instructional supervision, therefore, has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of all teachers, and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service.[3]

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[1] Ibid., pp. 6-7.

[2] W.H. Burton, Supervision and the Improvement of Teaching (New York: D. Appleton-Century Company, Inc., 1922), pp. 9-10.

[3] Barr, Burton, and Brueckner, op. cit., p. 11, citing Fannie Dunn, "What is Instructional Supervision?" Proceedings of the National Educational Association, Vol. 61, 1923, 763.

The most modern concept of supervision associates it with the improvement of instruction. This is made obvious by the following twentieth century definitions quoted from leading writers on the nature of supervision.

> The aim of supervision is the improvement of teaching.[1]
>
> Supervision is the foundation upon which all programs for the improvement of teaching must be built.[2]
>
> Supervision is a service activity that exists to help teachers do their jobs better.[3]
>
> To supervise means to co-ordinate, stimulate, and direct the growth of teachers.[4]
>
> Supervision is a planned program for the improvement of instruction.[5]
>
> Virtually all who propose definitions assume the primary purpose of supervision to be the improvement of learning through intelligent study, evaluation, and modifications of the conditions affecting the learning situation.[6]

Summing it up briefly, Hicks defined supervision as "professional guidance and assistance given when and where it is needed."[7]

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[1]Burton, op. cit., pp. 9-10.

[2]Barr, Burton, and Brueckner, op. cit., p. 1.

[3]Kimball Wiles, Supervision for Better Schools, second edition (New York: Prentice-Hall, Inc., 1955), p. 10.

[4]Thomas H. Briggs and Joseph Justman, Improving Instruction Through Supervision (New York: Macmillan Company, 1952), p. 4.

[5]Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision (New York: American Book Company, 1953), p. 5.

[6]Hicks, op. cit., p. 5.

[7]Ibid.

Barr saw such a changing philosophy as having tremendous effect on supervision in three basic respects:

> First, education is increasingly conceived as a basic social force concerned with the development of human personality and of a stable democratic social order. . . . Supervision becomes a fundamental aspect of education and not the unthinking enforcement of techniques and courses of study.
>
> Second, the necessary techniques of education and of supervision cannot be selected until remote purposes have been clearly understood.
>
> Third, cooperation among all agencies of society which deal with childhood and with youth, with their protection and education is inescapable. Supervision needs to become coextensive with, or at least intimately related to the total setting for learning.[1]

III. NEED FOR SUPERVISORY SERVICES

Some people outside education circles, and some teachers also, have wondered whether there is a need for supervisory services in our schools today. Others feel that the need for a sound program of supervision has become more evident as schools have increased in size and as the curriculum has become more complex.

Though educational organizations are pressing for higher requirements in teacher education and colleges have raised a number of their standards, many teachers begin their professional duties with incomplete preparation.

Moroney felt it is a vital task of administrators to

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[1]Barr, Burton, and Brueckner, op. cit., p. 8.

see that the young teacher is given supervision and assistance to develop self-confidence, security, and contentment in his new position. He stated:

> We would never think of handing an inexperienced intern his set of instruments along with a book of directions and then ushering him off to the operating room to perform surgery without the close supervision and assistance of competent doctors who have proved their skill. Neither should we dare rely on the daily trial and error of the classroom to shape a beginner into a proficient teacher. All this boils down to an inescapable conclusion that a program of supervision for the beginning teacher is essential for every school.[1]

Adequate supervision, with careful assistance and suggestions will help beginning teachers to develop desirable teaching methods and procedures.

Continuing changes in educational practices increase the need for in-service education of all teachers. According to Ayer:

> It has long been recognized in the United States of America that teachers, even highly experienced ones, need the benefit of professional leadership and assistance toward the improvement of their teaching skills. The function of supervision is the improvement of teaching. Improved teaching will improve learning.[2]

IV. PRINCIPLES OF SUPERVISION

The attitude of the supervisor and his ability to

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[1]James C. Moroney, "Helping the Beginning Teacher," The Clearing House, XXXVIII, No. 6 (February, 1964), 360.

[2]Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper and Brothers Publishers, 1954), p. xiii.

develop wholesome and constructive attitudes in co-workers are important factors in determining the effectiveness of supervision.

One of the first essentials of supervision is the development of a sound educational philosophy because one's beliefs both generate and guide his subsequent actions. "The knowledge of what a person believes is a fairly adequate base for predicting how he will behave," stated Hicks.[1] Likewise the manner in which one behaves is a sure indication of what he believes.

Ayer suggested that the supervisor make use of these ten master guiding principles in developing a substantial basic philosophy for carrying on the improvement of instruction: (1) cooperation, (2) leadership, (3) considerateness, (4) creativity, (5) integration, (6) community orientation, (7) planning, (8) flexibility, (9) objectivity, (10) evaluation.[2]

Adams and Dickey gave the warning that though the supervisor must have her own philosophy well thought out, she must not impose it upon those with whom she works.

> The teachers themselves must have an integral part in working out their philosophy, for only to the extent that they actively participate in formulating their

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[1]Hicks, op. cit., p. 64.

[2]Ayer, op. cit., p. 49.

> beliefs will they make them meaningful in their work with pupils.[1]

It is hoped that the supervisor and those with whom she works will cooperatively set up a philosophy of education for their school as there is always a relationship between the philosophy of an individual or group and the goals which they consider to be important.

V. PURPOSES OF SUPERVISION

> Supervision has no meaning until it has purpose. The whole process of supervision is unjustified and wasteful unless it has a particular, worthy task to perform. A supervisory program of activity which is not guided by recognized purposes is not likely to contribute very much to the general effectiveness of education.[2]

The supervisory program must have purposes and it is vital that all persons involved in the program recognize these purposes.

"A first step in the improvement of the school's program," reported Wiles, "is the establishment of common purposes." He felt that that is a first step in the improvement of the school's program and that it is a basic reason for the supervisory program to exist. Little change can take place until the staff agrees on the purposes they are seeking and the supervisor has a role to play in helping

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[1]Adams and Dickey, op. cit., p. 40.

[2]Hicks, op. cit., pp. 31-32.

the staff to come to a common agreement.[1]

Some of the primary purposes, as proposed by Hicks are:

1. To extend the vision of the teachers and learners.
2. To create desire for improvement.
3. To unify the efforts of persons responsible for the formulation and operation of the school program.
4. To increase productivity.
5. To serve the purpose of evaluating results.[2]

VI. FUNCTIONS OF SUPERVISION

"The basic function of supervision is to improve the learning situation for children.[3] To do this the supervisor will generally be working in at least four major areas: human relations, curriculum planning, facilitating changes, and evaluation.[4]

Human relations. Perhaps the most difficult and yet the most rewarding work of the supervisor comes in the field of human relations. She knows that many efforts in education have moved slowly or even failed because of the inability of groups to work harmoniously together for the good of the program and the welfare of the individual teacher.

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[1]Wiles, op. cit., p. 18.

[2]Hicks, op. cit., p. 32.

[3]Wiles, op. cit., p. 10.

[4]Reba M. Burnham and Martha L. King, Supervision in Action (Washington, D.C.: Association for Supervision and Curriculum Development, 1961), p. 44.

For a brief period of time, leaders in education placed procedure before personality and ignored the personal factor of good human relations. It was soon discovered, however, that though knowledge of proper procedures is important, it is second in importance to the desire to do a good job. "Enthusiasm, initiative, and ingenuity are now prominent as essentials to teaching," said Spears.[1] Without the human touch by administrators and supervisors these essentials are usually missing.

Bradford and Lippett suggested that the following understandings must be accepted and made an integral part of one's thinking if a proper human relations attitude is to be developed:

a. One must become sensitive to the needs of individuals.

b. One must lead the staff in such a way that the group members become sensitive to one another and become aware of their responsibilities to one another.

c. One must allow the individual to share in the setting of group goals wherever his own situation is affected.

d. He must encourage individual expressions of opinion and feeling in a permissive, informal atmosphere.

e. He must recognize that the consensus method of decision-making makes the individual feel his responsibility for making contributions.[2]

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[1]Spears, op. cit., p. 95.

[2]Leland P. Bradford and Gordon L. Lippitt, "The Counts in Effective Group Relations," National Education Association Journal, XLIII (November 1954), 486-487.

Three of the basic social drives of individuals can be met by such mature human relations attitudes. They are a sense of belonging, a sense of achievement, and a sense of recognition.[1]

The supervisor knows that all people have greater potential than they use and a function of the supervisory program is to help teachers release these potentials so that they might better utilize their skills and abilities. The development of good human relations will do much to release these potentials.

Curriculum planning. Curriculum planning should be done by the joint effort of those involved. Only by close cooperation, with emphasis on group participation, can a satisfactory and a satisfying curricular program be developed.

Because she is better able to spend both time and effort on instructional matters, the supervisor should bring to the study situation specialized skills and knowledge relative to curriculum and curriculum change.[2] However, she must guard against "taking over" the planning of the curriculum. She must be flexible and as willing to have the group accept the suggestions of others as her own.

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[1] Ibid., p. 437.

[2] Burnham and King, op. cit., p. 58.

The supervisor should give stimulation, assistance, and cooperation in the field of research and experimentation relating to teaching procedures or problems of individuals or groups of pupils.[1]

Facilitating changes.

> One of the major responsibilities of school supervisors is to stimulate changes and to develop acceptance of the idea that continued change is inevitable and can be highly desirable.[2]

Continuity is essential in many phases of the educational program, but need for change is also most evident. Change for the sake of change is very undesirable, but continuing with outdated methods and materials because it is pleasant to cling to familiar procedures is likewise undesirable.

Swearingen pointed out that though changes in materials of instruction and patterns of organization often bring anxiety to teachers, the consultant can do a great deal to facilitate the effort to change.

> When a supervisor helps teachers become familiar with new media, arranges in-service education opportunities for them, and helps them see new proposals not as great burdens or "one more thing to do" but as new vehicles or means for reaching desired goals,

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[1] Ibid., p. 55.

[2] Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), p. 18.

> he frees teachers to work in a resourceful, imaginative way: i.e., creatively.[1]

Spicer, however, cautioned that making changes involves a degree of risk and requires extra energy. He suggested that, "an individual is more likely to initiate change and to carry through change if he knows that others whom he respects, are supporting him with their interest, good wishes, and often material aid."[2]

Clearly one of the functions of supervision is to encourage change and to provide the support for expediting such changes. Shared planning with the teaching staff is a key factor in carrying out this function.

Evaluation. Fundamental to wise planning for improvement is an accurate appraisal of the existing program.

Just as in most of the areas of modern education, the function of evaluating should rest upon the shoulders of those involved. This would, of course, include supervision. However, Burnham and King pointed out that:

> Supervisory participation in evaluation in this sense does not imply rating; it implies cooperative development of goals sought in the instructional program and agreement regarding criteria for judging the accomplishment of these goals.[3]

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[1]Mildred E. Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, Inc., 1962), p. 62.

[2]Edward H. Spicer, Human Problems and Technological Change (New York: Russell Sage Foundation, 1952), p. 18.

[3]Burnham and King, op. cit., p. 59.

VII. TECHNIQUES OF SUPERVISION

Keeping up to date with new developments in the field of education is one of our most compelling necessities. "One of the hallmarks of a true professional, whatever his profession, is a never-ceasing zeal to learn," stated Curtin.[1]

A large part of the work of the elementary education consultant comes in helping the staff, as well as herself, to grow in understanding and skills by engaging in the professional activities of the in-service program of the school.[2]

The success of any in-service program is, to a large degree, dependent upon the leadership of a trained staff, yet its strength lies in the fact that it is centered around the needs of cooperative, participating staff members.

In-service training, as a part of the supervisory program, is carried on in many ways, but there are certain elements which characterize an effective in-service education program. Gordon suggested that strong leadership seeks to maintain the following conditions:

Creates an atmosphere of warmth and acceptance.

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[1]James C. Curtin, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), pp. 141-142.

[2]Ibid., p. 142.

Generates feelings of acceptance and value of the individual by authority figures as well as by peers.

Involves entire group in self-selected aspects of common problems.

Orients new members.

Values differences of individuals, thus encouraging each to develop his unique skills and abilities.

Shares all plans for change and new development.

Encourages interaction with other individuals and groups.[1]

Many techniques of supervision are employed in our schools today as the consultant seeks to assist the staff in finding solutions to felt needs. Melchoir, however, gave the warning, "If a supervisor always awaited a need felt by teachers, there would in many instances be no supervision." Therefore one of the unique and subtle responsibilities of all consultants is to ascertain the real needs and then create the felt need on the part of those whom he seeks to serve.[2]

Some of the more basic techniques of supervision are discussed below.

Individual conferences. One of the most highly rated

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[1]Zelda J. Gordon, "Elements of Effective In-Service Education," Educational Leadership, XV, No. 5 (February, 1958), 274-275.

[2]William T. Melchoir, Instructional Supervision (Boston: D.C. Heath and Company, 1950), p. 39.

of supervisory techniques is the individual conference. It may take many forms. It may be a brief, casual meeting that occurs in the hallway or on the school ground, or it may be a carefully planned meeting that will take an hour or more.[1]

The following statement by Melchoir gave indication of the value of the individual conference:

> Individual conferences rank high--frequently at the top--in teachers' evaluation of supervisory devices. The reason is self-evident. Here teachers and supervisors meet face to face and alone to discuss a personal professional problem. But not all the problems raised are those that the teacher first felt a need for discussing, for today a supervisor initiates an interview for the purpose of getting a teacher's opinion on the supervisor's problem. . . . The individual conference should be a part of the planned program of total supervision. No teachers, even those who are considered the most competent are overlooked, and the less competent do not feel that they alone are the subjects of personal interviews.[2]

Bartky spoke of the value of the casual type of conference when he said:

> Casual meetings between teachers and supervisors, both in and out of school, offer excellent opportunities for supervision. The supervisor must accept the fact that he is on duty at all times, for supervision takes place not only in the classroom but at social gatherings, in the corridor, on the stairs, at the lunch table, and on the way to and from school.[3]

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[1]Edwin Paul Lamoreau, "Supervisory Techniques Employed by San Joaquin County Consultants in Elementary Education" (unpublished Master's thesis, College of the Pacific, Stockton, California, 1958), 74.

[2]Melchoir, op. cit., p. 40.

[3]John A. Bartkey, Supervision as Human Relations (Boston: D.C. Heath and Company, 1953), p. 151.

The individual conference promotes a better understanding between the teacher and the supervisor. Conferences may be of help before teaching, after classroom visits by the supervisor, or to assist a teacher with her particular problem, specifically.[1]

According to Adams and Dickey, the individual conference is one of the most important means of supervision because of the opportunity it offers the supervisor to work individually with the teacher on his own problems. In the conference the supervisor and the teacher learn to know each other as persons and to understand themselves as individuals. It provides opportunity for the supervisor and the teacher to help each other as they concentrate upon problems of instruction that are of mutual concern. The conference should be given precedence over many other supervisory activities and duties. If a teacher requests a conference, the supervisor should make every effort to schedule it as soon as possible.[2]

Kyte[3] felt that the conference can provide the teacher with the help she needs to become skillful in self-analysis, self-appraisal and self-improvements. It enables the teacher and the supervisor to define clearly the subject

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[1] Ibid.

[2] Adams and Dickey, op. cit., p. 29.

[3] George C. Kyte, The Principal at Work, revised edition (New York: Ginn and Company, 1952), p. 322.

under discussion, to reach a mutual agreement on educational viewpoints, to develop together a solution of the difficulties discussed, to recognize the high standards of professional success, and to agree on the improvement to be undertaken. It is the one supervisory technique which permits thorough discussion and complete understanding. The points included in the conference should be the specific needs of the teacher and of her pupils. Through the use of this supervisory means, thorough discussion is possible until desirable conclusions have been reached.[1]

Wiles believed that much of the work of the supervisor is done in person-to-person interviews. Planning a program, evaluating a lesson, interpreting a policy, considering a request, and considering a proposal are samples of the constant use that is made of the interview by the supervisor.[2]

Certainly there is much general agreement that the individual conference should be given an important place in the supervisory program.

Curtin suggested some objectives which might be considered in planning for individual conferences:

1. Self-directed improvement.
2. To capitalize on strengths.
3. To aid in analysis of the learning situations.

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[1] Ibid., p. 271.

[2] Wiles, op. cit., p. 282.

4. To administer criticism.
5. To plan for classroom observations.
6. To evaluate instructional procedures.
7. To set goals for instructional improvement.[1]

Classroom observations. One of the supervisory techniques which is looked upon with much favor by some educators and disdained by others is that of classroom observation. "There is no substitute for classroom observation," stated Curtin, "for only by this means can supervisors gain the firsthand knowledge and experience necessary to participate in improvement programs."[2]

Hicks felt that,

> Since the home base of the teacher's primary activity is the classroom, it is what happens in the classroom that gives the supervisor the basis for analyzing, evaluating, and improving the effectiveness of the teacher. Though modern supervision has employed many forms of group activity in its processes, there is still a practical need for classroom visitation by the supervisor. . . . It provides an opportunity for him to identify the needs of the teacher, to discover points of strength and weakness, to sense possible means for motivating the teacher, and to judge firsthand the quality of human relations found in the classroom.[3]

Swearingen, however, believed that through the use of other supervisory techniques the consultant can become well acquainted with the problems at hand and avoid the artificiality of classroom observation.[4]

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[1]Curtin, op. cit., p. 94.

[2]Ibid., p. 59.

[3]Hicks, op. cit., pp. 366-67.

[4]Swearingen, op. cit., p. 129.

Whereas many supervisors have no doubt overworked classroom visitation as a supervisory technique and in many programs visitation seems to have been stressed out of proportion to its importance and usefulness, Adams and Dickey saw it as one of the most useful means of supervision.

> Through observation and actual contact with the situation, the supervisor is enabled to analyze the various factors affecting the teaching-learning situation. He is able to see the specific teaching methods and techniques which the teacher employs and with which he may desire assistance. Utilizing the results of his observational analysis, the supervisor builds with the teacher a sound program for improving the conditions surrounding teaching and learning.[1]

Therefore, it seems reasonable to expect that many supervisory programs will continue to include classroom observations. If these observations are to be worthwhile they must contribute to the improvement of teaching and learning and to do this they must be well planned. The supervisor should aim at the achievement of specific objectives which have been determined by the individual situation and by the type of supervisory program being developed.

To schedule visits ahead of time with teacher, to make unscheduled visits or to visit classrooms only on an "on-call" (by request only) basis is a problem that bothers many consultants. The literature gives some support to each type of observational visit.

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[1]Adams and Dickey, op. cit., p. 29.

"On-call" visits are favored by some who feel they best meet the teacher's felt needs, but Adams and Dickey have warned that the time of the consultant may be monopolized by teachers who want to impress the consultant or by others who feel a need for detailed assistance.[1]

Whitehead stressed that the planning of the visit by the teacher and the observer, with mutually agreed upon purposes, is essential to the success of the classroom visitation. "Unannounced visits only serve to arouse the suspicions of the teacher and may cause feelings of distrust."[2]

Adams and Dickey agreed that although the scheduling and planning of observational visits may sometimes help to relieve emotional tensions, that is not always true.

> . . . many teachers become so upset when they know in advance of a visit by the supervisor that the effectiveness of the whole day's teaching is impaired. Some supervisors feel that a scheduled visit is not at all satisfactory. They say that what they want to see is a teaching situation which has not been especially prepared and which, therefore, may reveal weaknesses.[3]

Yet even a good teacher may fail to do good work when upset by the suddenness of an unannounced visit.[4]

Probably the decision of whether or not to schedule

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[1] Ibid., p. 114.

[2] Matthew J. Whitehead, "Teachers Look at Supervision," Educational Leadership, X, No. 2 (November, 1958), 103.

[3] Adams and Dickey, op. cit., p. 113.

[4] Ibid.

and announce visits should be based upon the aspects of the individual situation and the purposes for which observation is being made. ". . . no one method of planning and scheduling observational visits will meet the needs of the supervisor and teachers in a modern program of supervision.[1]

The amount of time spent in the classroom during a visit varies. It may be a long visit or a visit of only a few minutes depending mainly upon the purpose of the visit, but Adams and Dickey suggested that ordinarily the consultant, "should spend at least a full class period with a teacher, in order to comprehend the real purposes of the lesson and see as many different phases of the teaching situation as possible."[2]

Classroom observation should not be used by the consultant to rate teachers. Wiles stated that observation used in this way restricts the improvement of teaching. Observation without rating can be used to improve instruction if it is a cooperative undertaking on the part of the supervisor and the teacher. He further described classroom observation as a technique to be employed for securing a basis for the analysis of specifics concerned with instruction with which the teacher needs assistance.[3]

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[1] Ibid.

[2] Adams and Dickey, op. cit., pp. 117-118.

[3] Wiles, op. cit., pp. 293-297.

By cooperatively determining the needs of the students and the teachers, the consultant can provide better leadership in setting up in-service programs in an attempt to aid and encourage the growth and development of the staff.

Workshops. "Educational workshops are set up to create a new or improve an existing curriculum, unit, test, teaching device, method of grading and marking, or other project."[1]

A workshop has very distinctive features. Attendance is usually voluntary. The participants identify their own problems and set up their own goals. The flexible schedule is planned cooperatively by the staff and participants. Wholesome group processes, plus a wide range of resources are used. The workshop procedures require a reasonably long block of time if they are to be effective.

The consultant often serves as the coordinator of the workshop with the responsibility of collecting appropriate basic materials and giving general leadership. She brings in specialists as needed and yet makes a great deal of use of the skills of the group involved in the workshop.

According to Spears, the workshop has many advantages over the more formal type of meeting. Probably the most important of these is that teachers come with an open mind as participants, rather than merely as listeners.[2]

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[1]Melchoir, op. cit., p. 46. [2]Spears, op. cit., p. 365.

Group conferences. Group conferences have long been recognized as one of the most important methods of improving instruction. Kyte has said that from the standpoint of the development of the teaching staff, the group meeting serves the needs of the group as thoroughly as the individual conference meets the needs of the individual teacher.[1]

Adams and Dickey stated the following concerning the importance of the group meeting or conference in the picture of supervision:

> Group conferences are considered so vital a supervisory technique that teachers virtually live in an atmosphere of many kinds of group meetings which find their place in a modern program of supervision.[2]

The group conference seems to meet with approval in the eyes of most of the teachers. Perhaps one reason for the appeal that this technique has for teachers is that it gives them an opportunity to learn about new theories, methods, and techniques of teaching without undergoing the embarrassment of revealing ignorance of them as might be the case in a classroom observation or an individual conference.[3]

As with all other supervisory procedures, group conferences must be well planned. At times the attitudes of

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[1]Kyte, op. cit., p. 289.

[2]Adams and Dickey, op. cit., p. 147.

[3]Leadership Through Supervision (Washington, D.C.: National Education Association, 1946), p. 30.

teachers toward such conferences has not been favorable and the common complaint is that such meetings have lacked purpose. The best way to create a favorable attitude toward group meetings is to make the conferences of real value to the participants.[1]

Ayer advanced the belief that the twelve purposes listed below are desirable objectives for teachers' meetings, but they need to be screened with those definite purposes selected which are most suitable for the local school situation.

1. To reach an agreement as to the philosophy that governs the group's goals.
2. To unify the efforts of the entire education staff.
3. To improve old practices.
4. To discover problems for special study.
5. To carry on special projects for the improvement of instruction.
6. To plan the integration of newly adopted practices into the standard program.
7. To explore the value of standard supervisory activities.
8. To study community-school relations.
9. To develop morale.
10. To discover and utilize special talent.
11. To exemplify good group action.
12. To inspire teachers' professional enthusiasm.[2]

To accomplish any of these objectives will require careful preliminary planning by the supervisory leader in charge, but much of the planning for the continuing project should be done cooperatively in the teacher's meeting.

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[1]Ayer, op. cit., p. 80.

[2]Ibid., pp. 81-83.

Demonstration teaching. Another supervisory procedure of special value in certain situations is demonstration teaching. McKean and Mills noted that:

> The supervisor sometimes teaches a lesson--taking over the teacher's class so that the teacher can observe his own students respond to a new procedure or approach. To do this well the supervisor must have established sound relationships with the classroom teacher. He must know and be accepted by the students, and he must understand the planning and teaching which have occurred. Often teachers are able to profit greatly from the experience of seeing another person teaching their class.[1]

McKean and Mills also pointed out that all demonstration teaching requires careful planning and preparation. It must be oriented to the needs and concerns of the teacher involved.

> The supervisor and teacher confer in advance of the observation, for the purpose of the demonstration must be clearly understood. It is obvious that the observer will profit more if he has certain things in mind for which to look. He should know the objectives of the lesson, the content to be presented, the nature of the activities to be used, and the evaluative measures to be employed.[2]

The values of the demonstration lesson should be thought of from the standpoint of the purposes it serves. Kyte said that the demonstration should be planned to convey to teachers the desired standards of instruction by exemplifying approved principles and practices of teaching. It can

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[1]Robert C. McKean and H. H. Mills, The Supervisor (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), pp. 93-94.

[2]Ibid., p. 95.

be used to develop mutual understanding regarding the general nature and characteristics of good teaching between the teacher and the supervisor. The demonstration should also show the teacher how the teaching act, or some phase of it, is to be performed in the classroom. The lesson should exemplify applicable procedures in preventing or correcting a weakness as well as clarify specific supervisory suggestions; it should stimulate self-analysis and self-cricism.[1]

Several principles of good demonstration teaching as listed by Spears included:

1. The more effective demonstrations are those held in the regular classrooms of the children being used. To move the class means a loss of the true instructional setting and consequent accumulation of dramatic or showmanship features.
2. The work presented should be as natural as possible, with a minimum of rehearsal on the part of the pupils.
3. The room should not be crowded with observers. The group should be small enough to protect the teaching-learning situation.
4. The supervisor should not try to cover too much in one demonstration. It is better to treat a limited phase of a teacher's plan or program than to neglect details in an attempt to cover a greater number of aspects of the work.[2]

Intervisitation. Closely related to demonstration teaching, is another supervisory technique, intervisitation

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[1]Kyte, op. cit., p. 322.

[2]Spears, op. cit., p. 272.

of teachers. "The procedure provides the important possibility of teachers' working together, learning from each other, and sharing their professional experience," stated McKean and Mills.[1]

Wiles emphasized, "The supervisor must not assume that he is the only member of the staff who can help the teacher improve his instruction." He suggested that intervisitation may be most helpful for the teacher who does not operate with the supervisor on a basis of mutual respect and complete rapport. It gives the teacher the opportunity to see other teachers at work and to discuss with them the work that they are doing.[2]

If visitations are to be a productive experience, wise planning of those concerned is vital. As stated by McKean and Mills:

> Teachers need to prepare for the visit. They must have a worthwhile purpose in mind and they should have specific and significant things to observe. The teacher to be visited must be informed of the impending visit. He should also know the needs of the visitor. . . . The host teacher must have consented to the visit and be willing to discuss his instruction with the visiting teacher afterwards. This post-visitation conference is essential, for it provides the opportunity for the demonstrating teacher to explain his aims and procedures to the observer. It allows the visitor to ask questions, clarify impressions, and secure specific assistance.[3]

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[1]McKean and Mills, op. cit., p. 96.

[2]Wiles, op. cit., p. 309.

[3]McKean and Mills, op. cit., pp. 97-98.

According to Spears, the competent supervisor of today recognizes and utilizes the services of excellent classroom teachers through intervisitation procedures. He states that "the observation of the good work of other teachers is a sound practice in teacher training that begins in the undergraduate school and continues throughout the profession."[1]

A list of principles to follow in planning a program of inter-visitation, as suggested by Spears, includes the following:

1. . . . visitation among teachers, call for careful direction by those in supervisory capacity. For an inexperienced or weak teacher to wander in and out of the classrooms of good teachers without preplanning is a waste of time of all concerned.

2. Outstanding teachers and schools must be protected against an overburden of visitors. The school system that works at the job of spreading its demonstrations--its visiting--among more classrooms develops more teachers in the long run. Teachers grow through such responsibility.

3. Losses must be measured against gains in any program. The education of children should not suffer because of demonstration work.

4. The teacher's observation of the classroom instruction of others cannot be forced. Opportunities rather than requirements should govern the program.

5. Exhibitionism has no place in a demonstration plan. Observers should be able to see the program that is characteristic of the school.

6. For the sake of protection of the work in the classrooms visited, it is well to schedule small groups of teachers for such rooms rather than to permit teachers to come individually.

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[1]Spears, op. cit., pp. 271-273.

7. Programs of demonstrations or visiting set up by the supervisors of various fields in a large system need to be co-ordinated.[1]

Using professional materials. The field of education is literally flooded with professional literature and for teachers in service, it is a difficult task to know what to read and what to leave alone.[2]

The consultant should assume a role of leadership in helping teachers to select professional materials that will be of most value to them as they strive for competency in teaching.

Briggs and Justman stated that the challenge of the consultant is to stimulate teachers to increase the amount and the selectivity of their professional reading, to improve its fruitfulness, and to encourage the use of the results to develop their growth in effectiveness.[3]

Most county offices maintain professional libraries so that teachers can have access to much good professional reading. The consultant must encourage the use of these materials.

Interpreting school programs. Children and youth are

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[1] Ibid., pp. 272-273.

[2] Wilber A. Yauch, Martin H. Bartels, and Emmet Morris, The Beginning Teacher (New York: Henry Holt and Company, 1955), p. 256.

[3] Briggs and Justman, op. cit., p. 465.

not becoming educated only while in school. Because education is a continuous and a complex process, teachers, administrators, and consultants must realize that those whom they are teaching are also greatly influenced by the quality of living in the home and in the community. Therefore, the development of the community should be an important concern of all educators just as the development of school programs should become a concern of lay citizens.[1]

A responsibility of the consultant is to enhance understandings between the school and the community as she assists in interpreting the program of the school to the community. She is able to do a great deal to help the community to see and to understand the need for changes within the school and to gain support for such changes.

Heitland suggested the following activities as a means of bringing the school program to the attention of professional and lay groups:

1. initiating workshops in various curriculum areas
2. addressing civic clubs
3. writing articles for newspapers
4. participating in radio programs
5. talking to Parent-Teacher Association groups.[2]

The consultant helps the schools and the community when she encourages the use of lay citizens in school projects.

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[1]Briggs and Justman, op. cit., p. 465.

[2]Vivian E. Heitland, "A Handbook for an Elementary Consultant in Webster County" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1963), 40.

Travel talks, showing of slides, and well-planned field trips are but a few of the ways the lay citizen can be encouraged to find out about and participate in the program of the school. By working and planning with the teachers and lay citizens, the consultant can help to provide an enriched curriculum for all students.

There are many ways of administering to the supervisory needs in our schools of today. The wise consultant will have a good working knowledge of the background of the teachers and administrators with whom he works. Then by planning carefully with them he will select those supervisory techniques best suited to the situation and use them in the improvement of instruction.

VIII. ATTITUDES TOWARD SUPERVISION

Teacher-consultant relationships. One of the most potent factors conditioning supervision is the attitude of the teachers. Briggs and Justman believed that, "the attitude of teachers toward supervision will depend upon their experiences with it and on their professional ambition and alertness; these in turn develop from a vision of the possibilities in education."[1] Boardman suggested that if some antagonism toward and disrespect for supervision does exist, it can often be attributed, at least in part, to the belief

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[1]Briggs and Justman, op. cit., p. 87.

that the teacher is more of an expert in her area than the consultant; to the undemocratic manner in which supervisory activities are conducted; to the lack of practical assistance given by the supervisor; or to the excessive work load of some of the teachers.[1]

One of the most common complaints of supervision heard by this writer while serving as a classroom teacher was expressed by Spears:

> There is a danger of raising supervisory sights so far above the mechanics of classroom operation that the only view available will be one of the clouds. It behooves the school worker to be idealistic in his endeavor, to the extent of ever reaching for improved school conditions, but at the same time to be realistic, ever cognizant of the actual setting in which such improvement must take place. . . . It is when theory is tested by practice that the issues of education present themselves.[2]

Attitudes are important. Spears summed up the necessity of desirable attitudes by teachers toward the supervisory program in the following:

> Perhaps the value of a supervisory program can best be measured by the affection and respect shown for it by the teachers. It may meet all of the theoretical requirements for a good program; but if it is not accepted by those whom it is to serve, there is something wrong with it.[3]

The attitudes of teachers toward consultants is greatly affected if it appears that the consultant has any

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[1]Boardman, Douglas, and Bent, op. cit., p. 15.

[2]Spears, op. cit., p. 24.

[3]Spears, op. cit., p. 443.

responsibility toward the rating of teachers. This is an issue which is frequently discussed in conferences of supervisory personnel. Seldom is a decision recorded in favor of including the consultant among the parties responsible for such ratings.

According to Spears, "Supervisors should not be held responsible for rating teachers but should develop teachers in self-evaluation as a means of helping them toward self-improvement."[1]

Attitudes can be changed and as the teachers see democratic supervision and participate in it, attitudes are bound to change. When a staff helps to plan the principles and purposes of supervision, they become a part of it. Better co-operation is usually the result.

A consultant who is aware of the fundamental needs and desires of teachers can do much to improve undesirable attitudes. Adams and Dickey stressed that teachers want someone to begin working with them on problems which are real and current and are very dissatisfied with the "impatient, atomic type of supervisor" who wants to make major changes in a few short weeks or months.[2]

Some of the fundamental needs and desires of teachers as suggested by Shuster and Wetzler are:

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[1]Spears, op. cit., p. 411.

[2]Adams and Dickey, op. cit., p. 33.

1. Teachers want security.
2. They want desirable working conditions.
3. They want fair treatment.
4. Teachers want the feeling that they are an integral part of the school--that they belong.
5. Teachers want recognition for their work.
6. Teachers want a voice in administration.[1]

By planning the supervisory program with the teachers, the consultant will find many areas in which they welcome help. In reporting on research, Adams and Dickey found that teachers desire assistance most in:

a. Improving teaching methods and techniques
b. Utilizing newly discovered principles of group dynamics.
c. Providing for individual differences
d. Locating and utilizing community resources
e. Evaluating their own teaching competency.[2]

Adams and Dickey summed up the feeling some teachers have concerning supervision by the following statement:

> Teachers are stubbornly persistent in stating that the ideal supervisor is one who exemplifies the democratic personality, one who is sympathetic, and one who can work with them on their problems, rather than give orders or hand out packaged answers. Good teachers certainly do not have any desire to be told constantly what to do. The best and highest type of supervisor aids teachers to become self-directive.[3]

Administrator-consultant relationships. By working closely together, the principal and the consultant can be an effective team for improving the instructional program.

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[1]Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: Houghton Mifflin Company, 1958), p. 166.

[2]Adams and Dickey, op. cit., p. 24.

[3]Ibid., p. 23.

However, frequent misunderstandings may arise unless the responsibilities of each position are clearly defined. Spain, Drummond, and Goodlad said that "the principal needs to be clear in his thinking regarding the functions of special supervisory personnel.[1]

It is the responsibility of the principal of each particular school to see that each staff member is apprised of his duties and his relationship to other staff members. The effectiveness of the supervisory program depends on the quality of the relationship between the supervisory staff and the principals with whom they work.[2]

As stated by Spain, Drummond, and Goodlad:

> The principal must work closely with consultants provided by the local system or by the county. With them he should strive to develop a program which meets the needs of the local community, but recognize simultaneously that other schools have similar problems and may have developed some answers which will at least give hints about ways of improving the local school program. Supervisors usually know what is going on elsewhere, and, therefore, can make a substantial contribution when used as consultants.[3]

Shuster and Wetzler stated that:

> Instructional leadership is not a function of the principal or supervisor alone. The alert principal avoids stressing a conflicting relationship with

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[1]Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal (New York: Rinehart and Company, Inc., 1956), p. 227.

[2]Shuster and Wetzler, op. cit., p. 162.

[3]Spain, Drummond, and Goodlad, op. cit., pp. 121-122.

> supervisory personnel which may cause them to feel that their services are not needed or desired. The principal should be eager to utilize such assistance as may be given by the supervisor. In addition, he should work with his faculty in a way that utilizes whatever services are available.
>
> Both principal and supervisor are instructional leaders and both are on the same team trying to achieve the same ends. To be a member of the team, one must participate with the team. Therefore, it is important that the principal use the supervisor as a member of his team. Real leadership by the principal will make the supervisor feel that he is a valued resource person who can contribute to cooperative group action.[1]

Kyte expressed the belief that, "If the training of both superintendent and principal is sound, their vision broad, and their attitudes professional, the supervisor will have little or no difficulty in becoming an extremely valuable member of the school system."[2]

Wiles, however, stressed that the consultant must win the acceptance and respect of those with whom he works.[3] In her research, Heitland found that by maintaining a peer relationship with the administrators and teachers, the consultant is better able to achieve the "team-approach" which is so essential to educational improvement.[4] The new consultant can help to develop good attitudes toward supervision, as well as win the acceptance and respect of the teachers and

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[1]Shuster and Wetzler, op. cit., p. 162.

[2]Kyte, op. cit., p. 89.

[3]Wiles, op. cit., p. 47.

[4]Heitland, op. cit., p. 22.

the administrators, by following these suggestions:

1. Strive for humility.
2. Make clear to the staff a desire for help and a willingness to learn.
3. Define the official leader's role as coordinator and resource person to help the staff.
4. Talk with your predecessor about the program that is underway and the next steps as he sees them.
5. Meet the staff in an informal social situation as soon as possible.
6. Look for the strong features of the program and staff members.
7. Continue existing procedures until they have been studied and their weaknesses have been determined.
8. Make change slowly on the basis of the staff evaluations.
9. Talk with each person or a representative of each group about his (or the group's) work.
10. Listen more than you talk.
11. Start with the staff's problems.
12. Keep an "open door" to all staff members.
13. Make some early decisions in open conference.
14. Set the work pattern the staff is to follow.
15. Be natural.
16. Beware of remarks, even in jest, that belittle a staff member.[1]

IX. THE COUNTY CONSULTANT

Although county consultants use the same techniques and procedures that are used by nearly all supervisors in modern education, the somewhat different nature of the county office as compared to a local district affects, in some ways, the manner in which they perform their duties.

The school district consultant is employed by the local board of education and is directly responsible to the

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[1]Wiles, op. cit., p. 48.

board and to the superintendent and principal as designated officials of the school district. The district consultant has assigned duties to perform and the needed authority to carry them out. On the other hand, the consultant from the county office, according to Draheim, works with several different districts and is directly responsible to the county superintendent, and the county board of education. As in the case of the school district consultant, the consultant employed by the county office is chiefly concerned with the improvement of instruction but he has no real authority to see that recommendations he makes will be accepted.[1]

As pointed out by Draheim, the main function of the county office is to provide needed services to the schools of the county which by law are entitled to such services. If any school district wishes to refuse a service, such as that of the elementary education consultant, it is not required to accept that service. Consultants are to consider themselves as guests of the school; they should offer their services and perform their duties with as little interference as possible in the normal routine of the school. The consultant must always be aware of the fact that the local administrator has been charged with the responsibility of his particular school and that his decisions and opinions where school matters are concerned are final.[2]

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[1]Victor O. Draheim, "County Board of Education Policies" (Carroll, Iowa: Carroll County Board of Education, 1965), p. 2. (Duplicated.)

[2]Ibid.

Therefore, the maintenance of friendly, cooperative relationships with the schools, the communities where schools are located, and the communities where consultants live is of importance. As stated by Reeder, "A service organization cannot make maximum use of the services it has to offer if public relations with the recipients are such that they refuse to accept any of the services.[1]

X. SUMMARY

The following points have been revealed by the review of literature and have served as a guide for considering the responsibilities and authority of the elementary education consultant in Carroll County, Iowa.

1. Supervision in American schools has undergone many changes. The present concept of democratic supervision was preceeded by attitudes of inspection, laissez faire, and coercion.[2]

2. Presently supervision is viewed as "a service activity that exists to help teachers to do their jobs better."[3]

3. Supervision and assistance can help the new teacher gain self-confidence, security, and contentment.[4]

4. Even highly experienced teachers need the benefit

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[1]Edwin H. Reeder, Supervision in the Elementary School (Boston: Houghton Mifflin Company, 1953), p. 297.

[2]Barr, Burton, and Brueckner, op. cit., p. 4.

[3]Wiles, op. cit., p. 10.

[4]Moroney, op. cit., p. 360.

of professional leadership and assistance toward the improvement of their teaching skills.[1]

5. One of the first essentials of supervision is the development of a sound educational philosophy.[2]

6. The supervisory program must have purposes and it is vital that all persons involved in the program recognize these purposes.[3]

7. The basic function of supervision is to improve the learning situation for all children. This is usually accomplished by work in four major areas: human relations, curriculum planning, facilitating changes, and evaluation.[4]

8. A large part of the work of the consultant comes in helping the staff, as well as herself, to grow in understanding and skills by engaging in the professional activities of a well-planned in-service program.[5]

9. The individual conference is one of the most important of all supervisory techniques.[6]

10. Observational visits, well-planned to fit the individual situation, are an important part of the supervisory program.[7]

11. Classroom observations should not be used by the consultant to rate teachers.[8]

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[1]Ayer, op. cit., p. xiii.

[2]Hicks, op. cit., pp. 64-65.

[3]Ibid., pp. 31-32.

[4]Wiles, loc. cit.

[5]Curtin, op. cit., p. 142.

[6]Lamoreau, op. cit., p. 30.

[7]Adams and Dickey, op. cit., p. 29.

[8]Wiles, op. cit., p. 303.

12. The workshop, as a supervisory technique, has an advantage over the more formal type of meeting, as the teachers come as participants rather than merely as listeners.[1]

13. The best way to create favorable attitudes toward group meetings is to make the conferences of real value to the participants.[2]

14. Demonstration teaching must be oriented to the needs and concerns of the teacher or teachers involved.[3]

15. Intervisitation gives the teacher the opportunity to see others at work and to discuss with them the work that they are doing.[4]

16. The consultant helps to select and encourage the use of professional literature and other materials.[5]

17. The consultant assists the teachers and the administrators in interpreting the program of the schools to the community.[6]

18. One of the most potent factors conditioning supervision is the attitude of the teachers.[7]

19. Close teamwork on the part of the principal, superintendent, and the consultant will increase the effectiveness of the supervisory program.[8]

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[1]Spears, op. cit., p. 365.

[2]Ayer, op. cit., pp. 80-83.

[3]McKean and Mills, op. cit., p. 95.

[4]Wiles, op. cit., p. 262.

[5]Briggs and Justman, op. cit., p. 465.

[6]Burnham and King, op. cit., p. 57.

[7]Briggs and Justman, op. cit., p. 87.

[8]Shuster and Wetzler, op. cit., p. 162.

20. The chief concern of the county consultant is the improvement of instruction, but the decisions and opinions of the local administrator are final and the consultant has no authority to see that recommendations he makes are accepted.[1]

21. The services of the county elementary consultant may be accepted or rejected by the local school district.[2]

22. The maintenance of friendly, cooperative relations between the schools, the communities, and the county office are of prime importance.[3]

XI. REPORT ON CONFERENCES WITH CONSULTANTS

In addition to making a review of the pertinent literature as a part of this study, the investigator held conferences with the elementary education consultant from the State Department of Public Instruction and with six county elementary education consultants from western Iowa. The investigator wished to ascertain what promising practices and activities these consultants believed to be characteristic of a good supervisory program. Suggestions mentioned by two or more consultants are listed below.

1. Acquainting new teachers, and teachers new to the system, with the services and materials available for their use.
2. Acquainting teachers with curriculum method and content.

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[1]Draheim, op. cit., p. 2.

[2]Ibid.

[3]Reeder, op. cit., p. 297.

3. Providing assistance in the selection and evaluation of textbooks and other educational materials.
4. Providing help for teachers on problems concerned with the instructional program.
5. Observing classroom practices and providing guidance.
6. Planning, with principals, opportunities for in-service growth-workshops, intervisitation, group meetings.
7. Demonstrating the use of new materials and new methods of instruction.
8. Meeting with individual faculties to identify and work on educational problems.
9. Providing guidance in the selection and location of professional materials.
10. Working with teachers, parents, and lay groups in interpreting the educational program of the local schools.
11. Aiding in administering the testing program and interpreting the results.
12. Assisting administrators and teachers in the grouping of children for room placement.
13. Cooperating with principals in recognizing and providing for teachers' needs.
14. Serving as a resource person wherever and whenever needed by teachers and administrators.

15. Attending educational conferences to keep informed of modern trends in education.

XII. THE INTERVIEW GUIDE

As a part of the research for developing criteria for defining the responsibilities and authority of the elementary education consultant in Carroll County, the investigator interviewed the county superintendent of schools, and the superintendent and elementary principal of each of the four public school districts in the county. Before preparing a guide for the interviews, the investigator made a comparison of the points of a good program of supervision as revealed by the literature and of the promising practices and activities which the consultants felt were characteristic of their responsibilities. It will be noted that the consultants mentioned many activities similar to those recommended in the literature. These included working with new teachers, providing assistance toward the improvement of the skills of all the elementary teachers, assisting in the selection of educational materials, providing help on problems of instruction, classroom observations, providing opportunity for growth through in-service programs, demonstrating the use of new methods and materials, group meetings, assisting in the selection of professional materials, and helping to interpret the school program to the community.

In preparing the guide for the interviews, the investigator included questions which invited discussion of the activities listed above. The guide also included questions covering other points which were brought out in the literature, such as the need for an understanding of the philosophy and purposes of the supervisory program, cooperative teamwork on the part of the administrators and the consultant, and the problem of rating the teachers by the consultant.

Additional activities which had proven of value to the consultants, including testing and grouping, and areas which had been of concern to the investigator, such as the need for consultant services, general or specialist services, and the types of scheduling were also discussed.

The following questions were used as a guide in the discussions with the administrators of Carroll County:

1. Do you feel that there is a real need for an elementary education consultant in Carroll County?
2. Should the consultant serve as a general consultant or as a specialist in one or more defined areas?
3. Do you prefer that the consultant have a regularly scheduled day each week for being at your school or that she come only at the request of the superintendent or the principal? Should the consultant report to the principal's office upon arriving at the school and before departing for the day?

4. Should teacher requests for consultant services be relayed to the consultant through the principal?

5. Do you believe that the philosophy and purposes of the county supervisory program are understood by the people in your school and community?

6. Should in-service meetings be held as a method of improving instruction and for the study of the problems in the school? By whom should the meetings be called? By whom should the meetings be planned? Should outside consultants be brought in occasionally?

7. What are your feelings regarding classroom visitations by the consultant? Which teachers should be visited? Should the visits be scheduled ahead of time and planned with the teacher? About how long do you feel a visit should be? What is the best type of follow-up for a classroom visitation? Should a report be made to the principal following each visit? What responsibility, if any, should the consultant have in rating the teachers?

8. What authority should the consultant have in making suggestions for classroom changes? Curriculum changes?

9. Would you be in favor of bringing the teachers in the county together for group workshops, perhaps

by sections, kindergarten through third and fourth through sixth, at least once every two years? Would you be in favor of released time for attending such workshops? Would you support a request for the allowance of transportation expenses for those attending the workshops?

10. Should the consultant attend most of the elementary faculty meetings called by the principal? The monthly meetings of the principals of the county?
11. Would you favor inter-school visitations within the county arranged by the consultant? What are your feelings regarding classroom demonstrations by the consultant?
12. Do you feel that there is merit in the bulletins from the consultant mentioning professional and supplementary materials and suggestions for their use?
13. In what ways should the consultant assist in interpreting the program of the school to the community?
14. What part should the consultant have in the grouping of children for classes?
15. Should the consultant, if possible, be the one to administer group tests such as intelligence tests and the Iowa Tests of Basic Skills? Is it the responsibility of the consultant to make a study of the test results and then to report to the

teachers and administrators regarding the results?

16. In what ways do you feel that the consultant and the administrators might work together to improve the supervisory program?

17. Are there other comments which you would care to make concerning the responsibilities and authority of the elementary education consultant in Carroll County?

CHAPTER III

REPORT ON INTERVIEW DATA, COMPARISONS

In an effort to determine the feelings of local administrators regarding the responsibilities and authority of the county consultant, the investigator personally interviewed the county superintendent of schools, as well as the superintendent and the elementary principal of each of the four public school districts in Carroll County. These school districts included the Carroll Independent School District, the Coon Rapids Community School District, the Glidden-Ralston Community School District, and the Manning Community School District. Earlier discussions with the school administrators of the county had assured the investigator of their cooperation in making the study.

Following a review of the pertinent literature and the conferences with seven other consultants, the investigator made a comparison of the points of a good program of supervision as revealed by the literature and of the promising practices and activities which the consultants felt were characteristic of their responsibilities. In preparing the guide for the interviews, the investigator included questions which invited discussion of the activities suggested by the literature and the conferences with the consultants. Also included were questions inviting discussion of areas that

had been a source of concern to the investigator.

Letters were mailed to each administrator requesting a time and date for the interview. A self-addressed stamped envelope was enclosed for their reply. A copy of this letter is included in the Appendix.

Within Chapter III, the investigator has reported an analysis of the data obtained in the interviews and made comparisons of the data with the review of literature where it is feasible to do so. Guidelines for the consultant in Carroll County were drawn up. Comparisons were then made of the results of this study and the conclusions as reported in the 1963 research by Heitland.

Need for county elementary education services. The administrators were first asked whether they felt there was a need for elementary education services from the county office. Eight of the nine administrators expressed the opinion that such services from the county office were needed by the school districts in Carroll County. They mentioned, as being especially helpful, the guidance given to new teachers in helping them become acquainted with methods and materials, the work done with all the teachers on curriculum and textbook selection, guidance given the teachers on instructional problems, and the help in obtaining supplementary materials and suggestions for the use of these materials in the classroom.

The ninth administrator felt that the county consultant was of definite service in his school when new teachers were employed, but expressed the belief that the need was not so great when they had a staff of experienced teachers and a well-qualified elementary principal.

Authorities in the field, as indicated in the literature, agree that not only do beginning teachers need careful assistance in developing desirable teaching methods and procedures, but that highly experienced teachers also need professional leadership and assistance toward the improvement of their teaching skills.

General consultant or area specialist? The administrators were asked whether they preferred to have the county consultant serve as a general consultant or that he specialize in one or more areas. Five of the nine administrators indicated the desire for the services of the consultant in all the general areas of elementary education, whereas four others preferred that he specialize in the areas of language arts and mathematics. Those who expressed a preference for specialization felt that it was impossible for the consultant to keep abreast of all areas and at all grade levels. They felt that he could provide better service to the teachers by confining his attention to the language arts and the mathematics fields.

Regular schedule or on request? Because there are

just four public schools in the county it is usually possible for the consultant to spend one day a week in each of the schools. The investigator wished to know whether the administrators preferred that the consultant have a regularly scheduled day for being at each school or that he come only at the request of the superintendent or principal. Eight of the nine administrators stated a preference for the consultant to be at their school on a regularly scheduled day. They did, however, stress the belief that much flexibility should be maintained so that his services could be obtained at other times, if so requested. This was the concern of the one administrator who preferred that service be given on a request basis. He stated that we too often become tied to schedules and lose our flexibility.

The investigator also wanted to know whether the administrators believed that the consultant should report to the principal's office upon arriving at the school and before departing for the day. Seven administrators recommended that the consultant report to the principal's office upon arriving and five of the seven felt it best to report again before leaving the building. Several reasons were given, such as, to discuss any particular problems and to adjust schedules accordingly and in case someone from outside the school were to attempt to locate the consultant. The other two administrators did not believe it was necessary to report in or out, just so some contact was made with the

administrator during the day.

Requests for consultant services. The investigator sought the desires of the administrators regarding requests for consultant services. Should such requests be handled by conferences between the teacher and the consultant or should they be made through contacts with the principal? Four of the administrators believed that the teacher should contact the consultant directly, whereas three others believed that teacher requests for consultant services should be made to the principal. One principal said that either method of contact was suitable, unless it was a matter of major importance in which case the principal should be in charge. The administrator who preferred consultative services on an "on-call" basis believed that such requests should go through the principal because of ease of contact.

The literature stressed the importance of the consultant maintaining peer relationships with the teachers and the administrators so that all those concerned would feel free to discuss problems and request assistance.[1] However, the literature also stressed the fact that the administrator makes the final decisions in his school as that authority has been delegated to him by the local board.[2]

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[1]Heitland, op. cit., p. 22.

[2]Draheim, op. cit., p. 4.

Philosophy and purposes of the supervisory program. If, as Briggs and Justman have stated, attitudes are one of the potent factors conditioning the supervisory program, it is important that the philosophy and purposes of the program be understood by the teachers, administrators, and lay citizens.[1]

Four administrators expressed the belief that there was a good understanding of the philosophy and purposes of the supervisory program in their schools and communities. Three others believed that some clarification was needed so that all those concerned might become better informed. Two administrators believed that the philosophy and purposes need to be reviewed and revised regularly and special effort made to develop a better understanding of the supervisory program.

In-service training. The basic function of supervision is to improve the learning situation for all children. A large part of the work of the consultant comes in helping the staff, as well as himself, to grow in understanding and skills by engaging in the professional activities of a well-planned in-service program.[2] The investigator asked whether in-service meetings should be held, if so, by whom they

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[1]Briggs and Justman, op. cit., p. 87.

[2]Curtin, op. cit., p. 142.

should be called, and by whom they should be planned. All nine administrators favored the use of in-service meetings as a method of improving instruction and for studying problems in the schools. Three of those interviewed believed that the principal and the consultant should jointly schedule the meetings whereas the other six administrators felt that the principal should do the scheduling, though oftentimes at the request of the consultant.

The majority of the administrators, eight of nine, believed that the in-service meetings should be planned cooperatively by the teachers, the principal, and the consultant. The other administrator believed that, as a general rule, the meetings should be planned by either the consultant or the principal. It was believed, by all those interviewed, that it is a good practice occasionally to bring in outside consultants to aid in the meetings.

Classroom observations. Seven of the nine administrators believed that all teachers should be observed by the consultant in the classrooms. Two expressed the belief that it is definitely important for the beginning teachers to be visited and that it might be a good policy for the consultant to visit all the classrooms. This agreed with the literature wherein Curtin,[1] Hicks,[2] and Adams and Dickey,[3]

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[1]Curtin, op. cit., p. 59.

[2]Hicks, op. cit., pp. 366-367.

[3]Adams and Dickey, op. cit., p. 107.

pointed out the importance of the consultant having first-hand knowledge of classroom situations when planning improvement programs.

There was a rather general difference of opinion in regard to the question of whether classroom observations should be scheduled with the teacher or whether they should be unscheduled. Two administrators felt that the decision of whether to schedule the visits depended upon the teacher involved and upon the purpose of the visit. If the consultant was making a study of a certain phase of the school program, scheduling would be necessary in order that the visit might fit the teacher's planning, but if the purpose was to observe general classroom practices, it might be better if the visit were not scheduled. Two administrators suggested that the visits sometimes be scheduled, but felt it best to keep a flexible policy as exact schedules are difficult for consultants and administrators to retain. Two other administrators felt that visits should seldom or never be scheduled. One gave the reason that some teachers become too nervous when they know of visits ahead of time and that others do not present an everyday situation, but instead tend to "put on a show." Three administrators showed a preference for scheduling the visits, but two of these stressed that such schedules were difficult to maintain and the other stated that though he felt it was best to schedule visits, he did not feel it was always necessary or possible.

The review of literature revealed that most writers in the field favor visits which have been scheduled and planned with the teacher, but Adams and Dickey noted that, ". . . no one method of planning and scheduling observational visits will meet the needs of the supervisor and teachers in a modern program of supervision."[1]

In response to a question regarding the proper length of time for a classroom visit, eight administrators answered that it would depend upon the purpose of the visit, but that most visits should be at least one class period in length. If, however, the consultant were making a study of an individual child or group of children, the visit might need to be much longer. This is in agreement with the thinking of the authorities in the field as shown by the review of literature.

A personal conference is the best type of follow-up for a classroom visitation, if at all possible, according to all of the administrators questioned. One expressed a preference for both a conference and a written report. The literature also highly recommended the use of the personal conference following visitations.

The administrators were asked whether they believed that it was necessary for the consultant to report to the principal following classroom visitations. Though four

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[1]Adams and Dickey, op. cit., p. 113.

administrators stated that they did not feel it was necessary for such reporting to be done and two administrators recommended a report only if something really important showed up, three others were much in favor of a report of some kind, even though it were just a general discussion.

This question was followed by, "What responsibility, if any, should the consultant have in rating the teachers?" The administrators were in complete agreement with each other and with the literature when they each expressed the belief that it is not a part of the consultant's responsibility to rate the teachers and that his service would be seriously impaired if he were required to take part in the rating process.

Changes within the classroom and in the curriculum. The administrators were asked what authority the consultant should have in making suggestions for changes within the classroom and in the curriculum. Six of those interviewed felt that though the consultant should be able to recommend changes within the classroom and in the curriculum, he must understand that these would be recommendations only and that he has no authority to see that they are followed. Two administrators believed that the consultant would have authority for recommending changes only if the principal delegated such authority to him. One principal expressed the belief that the consultant had not only the right but

the obligation to make recommendations for changes. However, he felt that these recommendations should be made to the principal and he, in turn, would make the final decision on any changes.

These responses reminded the investigator of Melchoir's statements in the literature wherein he advanced the belief that a unique and subtle responsibility of all consultants is to ascertain the real needs and then to create the felt need on the part of those whom he seeks to serve.[1]

County workshops. In response to a question of whether the administrators favored bringing the teachers of the county together for workshops, one of those questioned was not in favor of the county workshops, but eight administrators expressed a desire that such workshops be held. Thus the majority of the administrators agreed with the literature which pointed out that the workshop has a number of advantages over the more formal type of meeting in that the teachers come as participants rather than merely as listeners.[2]

Six of the eight who favored county workshops also favored giving the teachers released time from regular classroom duties to attend the workshops. One administrator

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[1]Melchoir, op. cit., p. 39.

[2]Spears, op. cit., p. 365.

expressed the belief that teachers should welcome such opportunities for professional growth and should, therefore, be willing to attend the meetings at a time when school classes would not be in session. The other administrator was of the opinion that his teachers could not be offered released time during the school day because of the unavailability of enough substitute teachers in their community.

Some travel expenses would be incurred in transporting teachers to the workshop location. The administrators were asked whether they would support a request for reimbursement of such expenses. Six answered in the affirmative, but of these, one commented that he did not feel that it was really necessary. The other two who favored the workshops felt that the teachers should be willing to pay for their own transportation, since the meetings were set up to help them to better themselves.

Faculty meetings and principals' meetings. The investigator wished to discuss the advisability of the consultant's attending the regular school district elementary faculty meetings and also the monthly meetings of the principals in the county. Without exception, each administrator expressed the feeling that though attendance at some of the local school meetings would be of benefit to the consultant, many of them are called to discuss routine matters, often

having to do with the administration of the school, and would, therefore, be of little value to the consultant. They felt he should be requested to attend the meetings that might benefit him in his service to the teachers.

Regarding the monthly meetings of the principals, four of those interviewed believed that the consultant should meet with the principals; four others felt he should meet with them only if requested to do so because the discussion concerned his areas of responsibility; and one principal felt that the discussions were more administrative and that it was unnecessary for the consultant to meet with that group.

Inter-school visitations and demonstration teaching. The question was asked, "Would you favor inter-school visitations within the county arranged by the consultant?" Six respondents favored inter-school visitations, two respondents did not favor such visitations, and one respondent felt that there might be times when a new or weak teacher should make a well-planned visit to observe a skilled teacher in another school district, but as a general rule he would not favor such a practice. Therefore, the majority of the respondents agreed with Spears, who in the literature has expressed the belief that the competent consultant of today recognizes and utilizes the services of excellent classroom teachers through intervisitation procedures.[1]

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[1]Spears, op. cit., pp. 271-273.

In discussing demonstration teaching by the consultant, each of the administrators expressed the opinion that demonstration teaching does have a place in the supervisory program, but it has many pitfalls. Unless requested by the teacher and planned carefully to fit the needs of the individual situation, demonstration teaching can cause more problems than it helps to solve. One administrator pointed out that it is difficult for an outsider, even though he be a consultant, to come in and follow the continuity of the regular classroom schedule. Classroom demonstrations, unless given by the regular teacher with his own class, create an unnatural situation. These statements showed agreement with the thinking of McKean and Mills who, in the literature, pointed out that though they believed in the value of demonstration teaching, such teaching requires careful planning and preparation.[1]

Six administrators shared the belief that demonstration teaching by the consultant could be of real value in demonstrating the use of new materials or new methods, but that suggestions to the teacher in individual conferences and inter-school visitations would be more helpful in most problem situations.

Professional materials. Some professional and

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[1]McKean and Mills, op. cit., p. 95.

supplementary materials are available through the office of the county superintendent of schools. All the administrators favored bulletins from the consultant, mentioning the materials and making suggestions for their use in different areas. This compared favorably with the literature wherein it was felt that the consultant should assist the teachers in the selection and use of professional materials. Several administrators expressed appreciation for the delivery of these materials to the schools, since it is difficult for some teachers to get to the county office to pick them up.

Interpreting the school program to the community. The administrators gave similar responses to the question, "In what ways should the consultant assist in interpreting the program of the school to the community?" Each administrator replied that most assistance would come in general discussions with parents and interested lay citizens. One superintendent pointed out that a large part of the work of the consultant, as he saw it, was in the public relations field and that the consultant could do a great deal by maintaining good public relations with the people in the different communities. Other activities which were suggested were addressing civic groups, as requested, and contributing releases for newspaper and radio publication. This compares favorably with the literature wherein writers believed the consultant should assist the administrators and teachers in

interpreting the school program to the community.[1]

Grouping. Another question posed by the investigator was, "What part should the consultant have in the grouping of children for classes?" Two administrators stated that they did not believe the consultant would know enough about the individual children to contribute much to the grouping process. Four others felt grouping should be a cooperative undertaking with the teacher, the consultant, and the principal all participating. Two administrators felt that the principal could delegate some authority for the grouping to the consultant, if he so desired, and one principal believed that the consultant should feel free to make recommendations if he could back them with valid reasoning.

Testing. A common activity of a number of the consultants in western Iowa, according to information gained in the conferences, is assistance in administering the testing program and in evaluating the results. The administrators in Carroll County were questioned regarding their views as to whether the consultant should be the one to administer group tests and also whether he should make a study of the test results and then report on this study to the teachers and the administrators. Seven administrators

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[1]Burnham and King, op. cit., p. 57.

believed that it was unnecessary for the consultant to administer the group tests. Two of these expressed the belief that it would be nearly impossible for one person to administer all the tests and one mentioned that better results were usually obtained under a normal situation with the regular classroom teacher giving the tests. Two administrators preferred having the testing conducted by the consultant if time permitted, feeling that more uniformity would result.

Five of those interviewed felt that it was the responsibility of the principal to make a study of the test results and to report on them to the teachers; two felt that it should be the responsibility of the consultant; and two others felt it should be a joint responsibility of the consultant and the principal.

Administrator-consultant teamwork. The administrators were asked to comment on ways in which they felt the supervisory program could be improved. Six of the nine interviewed expressed a desire for the district superintendents, principals, county superintendent, and the consultant to meet to discuss the types of services most needed. They felt that an attempt should be made to redefine and delimit the role of the consultant so that each group involved would know what could be asked and expected. Three others expressed the hope that each local district superintendent

and principal might meet with the county consultant and set up tentative plans for the year.

One superintendent felt that once policies are set up, all parties should attempt to hold to them. Eight persons commented on the need to keep administrative responsibilities separated from those of the consultant so that he might be of more direct service to the teachers. These comments agreed favorably with the literature wherein Shuster and Wetzler have remarked that close teamwork on the part of the superintendent, principal, and consultant will increase the effectiveness of the supervisory program.[1]

Other comments. The administrators were asked whether there were other comments which they would care to make concerning the responsibilities and authority of the consultant. One respondent suggested that the administrators and the consultant should keep in mind, at all times, that the consultant is to serve as a resource person, whenever and wherever needed by the teachers and the administrators, but that the final authority for all decisions where school matters are concerned rests with the administrators of the local district.

Another suggestion which was made was that the consultant attend many educational and professional meetings so that he might keep up with new developments in the field

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[1]Shuster and Wetzler, op. cit., p. 162.

of education. The importance of this was stressed in the review of literature.

I. SUMMARY

The administrators of the four public school districts agreed that there is a real need for an elementary education consultant in Carroll County. The majority of the administrators preferred that the consultant maintain a schedule that would place him in each school for the same day each week, but stressed the need for flexibility so that his services may be obtained at other times, if needed. Most of the administrators recommended that the consultant report to the principal's office upon arriving and before departing. Others felt that it was unnecessary just as long as there was some contact with the administrators during the day.

Some administrators preferred that all teacher requests for consultant service go through the principal's office, though other administrators favored direct contact between the teacher and the consultant. Matters of major importance should always be discussed with the principal by the teacher or the consultant.

The interviews revealed that there is some need of clarification concerning the philosophy and purposes of the supervisory program in various schools and communities. The need for frequently reviewing and revising the purposes and

philosophy of the program was mentioned and was recommended in the literature.

All administrators favored the use of in-service meetings as a method of improving instruction and for studying problems in the school. This, too, was highly recommended in the literature. The majority of the administrators believed it is a responsibility of the principal to schedule in-service meetings, but that the teachers, consultant, and administrators should all have a part in planning the meetings.

A review of the literature established the premise that classroom visitations are an important part of a supervisory program. Likewise, the majority of the administrators favored classroom visitations of all teachers by the consultant, with flexibility maintained regarding scheduled and unscheduled visits. As a general rule, it was felt that visitations should be at least one class period in length, with longer visits needed at times.

The administrators stated that an individual conference, which a review of the literature revealed to be one of the most highly recommended supervisory techniques, is the best type of follow-up for a classroom visitation. Though several administrators believed that the consultant should report to the principal following each visit, the majority of administrators did not feel that this was

necessary. Not any of the administrators believed the consultant's responsibilities should include rating of the teachers. The feeling was general that service by the consultant would be impaired if he were required to take part in teacher rating.

The majority of the administrators believed that the consultant should have the authority to recommend changes in the curriculum and within the classroom, but that the county consultant has no authority to see that his recommendations are carried out.

County workshops were favored by a majority of the administrators with released classroom time for the teachers to attend the workshops and reimbursement for transportation expenses.

Because general school routine and administrative matters are usually the topics of discussion at faculty meetings and the county principals' meetings, it was not generally felt that the consultant need attend such meetings. If, however, discussions were to concern his areas of responsibility, it was recommended that the consultant be requested to attend the meetings.

Although most of the administrators were in favor of interschool visitations, as recommended in the literature, arranged by the consultant, there was a unanimous expression of doubt shown concerning the values of demonstration teaching by the consultant. This, too, was recommended in the

literature. The majority of the administrators would approve the use of demonstration teaching if it were done to guide teachers in the use of new materials or new methods of instruction, but it was believed that individual conferences and inter-school visitations would prove more helpful in most problem situations.

Also gaining unanimous approval were the bulletins mentioning the professional and supplementary materials available from the county superintendent's office and making suggestions for the use of these materials. This agreed with the literature which indicated that one of the consultant's responsibilities is to aid teachers in the selection of professional and supplemental materials.

The administrators felt that the consultant could best help interpret the school program to the community through general discussions with parents and interested lay citizens.

The majority of the administrators believed that the teacher, the principal, and the consultant should all participate in the grouping of children for classes. They believed that it is unnecessary for the consultant to administer the group testing programs and that it is the responsibility of the principal, not the consultant, to make a study of the test results and report to the teachers. The consultant may, however, be asked to work with the principal on the study and the reporting of the results.

The administrators in each of the school districts expressed a desire to meet, at least once a year, with the consultant and the county superintendent of schools to redefine and delimit the role of the consultant so that each group might know what could be asked and expected for the year. It was believed to be important to plan together so that administrative matters do not become a part of the consultant's responsibilities. The importance of administrator-consultant teamwork was also stressed in the review of the literature.

The reminder was given that the consultant is to serve as a resource person, but that the final authority for decisions rests with the administrators of the local school district. This, too, was brought out in the literature in a study of local board policies.

The suggestion was made that the consultant attend many educational and professional meetings so that he might keep informed concerning new developments in the field of education. This compared favorably with the literature which recommended that the consultant attend and take an active part in professional and educational meetings.

II. GUIDELINES FOR THE CONSULTANT

The following guidelines, based upon a review of pertinent literature, activities pursued by county consultants, and interviews with the administrators of the public schools

in Carroll County as of June, 1965, would appear to represent principles basic to a good program of supervision in Carroll County.

1. The present concept of supervision is that it is a service activity and that the consultant is to serve as a resource person to administrators and teachers, whenever and wherever needed, in order that they may do their jobs better.
2. Beginning teachers can be helped to develop desirable teaching methods and procedures through careful assistance and suggestions by the consultant.
3. Because of continuing changes in educational practices, all teachers have need of the services of a competent consultant to aid them in improving their teaching skills.
4. It is important that the consultant develop a sound educational philosophy because one's actions are guided and generated by one's beliefs.
5. The consultant may be asked to work with the teachers and the administrators as they cooperatively set up a philosophy of education for their school.
6. It is important that the supervisory program have purposes. When a staff helps to plan the principles and purposes of supervision, they become a part of it and better cooperation is usually the result.

7. Good human relations are essential in helping to release the hidden potentials of teachers and administrators.
8. Curriculum planning should be done in cooperation with the teachers and administrators. The consultant can provide leadership and stimulation through specialized skills but emphasis must be placed upon group participation.
9. When the consultant observes conditions which indicate a need for change, he should attempt to develop a felt need in those persons who will be effected by the change.
10. The consultant should encourage and provide support for needed changes. However, shared planning with the staff is essential in making changes.
11. The evaluation of all phases of the school program should rest upon the shoulders of those involved, but the consultant should provide valuable leadership in the evaluation process.
12. One of the most compelling necessities in the field of education is that of keeping up with new developments. The consultant can help the staff, as well as herself, to grow in understandings and skills by providing leadership in planning in-service meetings centered around the needs of the staff members.

13. The individual conference is one of the most important means of supervision because it provides an opportunity for the consultant and the teacher to help each other as they concentrate on problems of mutual concern. Much of the work of the consultant is done in these person-to-person interviews.

14. Classroom observations allow the consultant to gain first-hand knowledge of areas needing attention and can thus aid him in planning improvement programs.

15. The planning and scheduling of observational visits should fit the needs and purposes of the teachers and the consultant. No one method of planning and scheduling will fit all needs.

16. The amount of time spent in a classroom during a visit depends mainly upon the purpose of the visit. It should, however, be at least one class period in length.

17. When classroom observations are used by the consultant as a method of rating the teachers, it restricts the improvement of teaching that could otherwise take place.

18. Workshops, planned around the needs of those involved, with the teachers coming as participants rather than as observers, can be an important

part of the supervisory program.

19. Favorable attitudes can be developed toward group meetings, if the leaders, through careful preliminary planning, make the conferences of real value to the participants.

20. Demonstration teaching, by the consultant, requires careful planning and preparation and must be oriented to the needs and concerns of the teacher or teachers involved.

21. Inter-school visitations give teachers the opportunity to see other teachers at work and to discuss with them the work that they are doing. The consultant can help to make these visitations productive experiences by careful scheduling and planning with those who are to observe and those who are to be observed.

22. The consultant can be of real service to the teachers and the administrators by helping them to select and locate professional materials designed to fit their needs.

23. Improved understandings between the school and the community can come about as the consultant helps to interpret the program of the school to the community.

24. The attitude of the teachers is one of the most important factors in supervision. A consultant who

is aware of the fundamental needs and desires of teachers can do much to improve undesirable attitudes.

25. Instructional leadership is a function of both the consultant and the principal. Frequently, however, misunderstandings arise unless the responsibilities of the consultant and the principal are clearly defined.

26. The maintenance of friendly, cooperative relations among those with whom the consultant works is essential if the consultant is to succeed in helping to improve the effectiveness of the teaching-learning situation.

27. The consultant is expected to make recommendations to aid in the improvement of instruction, but the authority for making final decisions is delegated to the administrators of the local school.

28. The consultant has a responsibility toward helping to maintain friendly, cooperative relations between the county office, the schools, and the communities.

What the personnel of the school districts in one county expect of the elementary education consultant is not necessarily true of what the personnel of school districts in other counties expect of the consultant. The following list of statements was drawn up as a result of interviews

with the administrators of school districts in Carroll County as of June, 1965. They were intended to cover the more practical aspects of the supervisory program in Carroll County.

1. The consultant will serve as a general consultant in most of the schools, but may be asked to concentrate his attention on the language arts and the mathematics areas in some of the school districts.
2. The consultant should endeavor to set up a schedule which will allow him to spend one day a week in each school, but flexibility should be maintained so that he will be available for special requests.
3. The consultant should report to the principal's office upon arriving and again before departing for the day.
4. Requests for consultant help may come directly from the teacher or they may be relayed through the principal. The consultant should keep the principal informed in all matters of major importance.
5. The consultant will be encouraged to provide leadership in planning the in-service meetings.
6. Visitations in the classrooms of all teachers will be expected of the consultant in order that he might gain firsthand knowledge of the needs of

the teachers. Flexibility should be maintained regarding scheduled and unscheduled visits.

7. The consultant's responsibilities will not include the rating of teachers.

8. Individual conferences between the teachers and the consultant should be an important part of the supervisory program.

9. The consultant should make recommendations for changes in the curriculum and within the classrooms, but the authority for making such changes lies with the school administrators. The consultant should help the teachers and the administrators to see the need for any changes which he recommends.

10. The consultant will be expected to provide leadership in the planning of workshops wherein the teachers of the county will be brought together to participate in seeking a solution to common problems.

11. The consultant will not be expected to attend the general faculty meetings and the monthly principals' meetings unless the discussion is to center on his areas of responsibility, in which case he will be requested to attend.

12. The consultant may be requested to arrange for

inter-school visitations by the teachers within the county.

13. As a general rule, the consultant should make use of individual conferences and inter-school visitations in helping to solve teaching problems instead of demonstration teaching. Demonstration teaching may be used, however, to guide teachers in the use of new materials and new methods of teaching.

14. The consultant should aid the teachers and administrators in the selection and use of professional materials.

15. Through general discussions with parents and interested lay citizens, the consultant can help to interpret the school program to the different communities. He may also be asked to address civic groups and prepare releases for newspaper and radio publication.

16. The consultant should cooperate, if requested to do so, in the grouping of children for classes.

17. The consultant may be asked to give assistance in administering group tests and in evaluating and reporting on the results.

18. The consultant should endeavor to maintain peer relationships with the teachers and the administrators so that they may all work together as a team.

19. The consultant will be expected to attend and take an active part in educational and professional organizations in order to keep up with new developments in the field of education.
20. The consultant will be expected to serve as a resource person to teachers and administrators, whenever and wherever he is needed.

III. COMPARISONS WITH THE HEITLAND RESEARCH

In 1963, Heitland prepared a handbook to be used by the elementary education consultant in Webster County. In it she listed principles and duties which, based upon her research, she believed to be important in a program of supervision in Webster County. In listing principles on which the present concept of consulting is based, Heitland began with, "The philosophy of education unique with each individual will determine the approach used by that consultant."[1] In making comparisons of the results of the present research and the Heitland study, the truth of this statement became very apparent.

There was some similarity in the literature reviewed by these investigators, and therefore some semblance in the general principles set forth as being characteristic of a good supervisory program. However, a comparison of the two

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[1]Heitland, op. cit., p. 5.

studies shows the uniqueness of the individual by the quite different approach each investigator used as he endeavored to discover and define the duties and responsibilities of the elementary education consultants in Webster and Carroll Counties respectively.

The Heitland study, it appeared to this investigator, was more concerned with the philosophical approach to the work of the consultant, whereas the present study more nearly confined itself to the practical approach.

Comparisons, however, showed the following similarities:

1. Both investigators concluded that the consultant is to serve as a resource person, assisting the teachers and administrators in cooperatively planning solutions to educational problems.
2. Both investigators believed that essential to a good program of supervision is the maintenance of friendly, cooperative relations between the administrators, teachers, and the consultant as well as between the schools, the community, and the county office.
3. Both studies indicated the need to frequently define the role of the consultant so that better understandings might be developed concerning the place of the consultant in the improvement program.

4. The importance of the consultant maintaining peer relationships with the teachers and the administrators was brought out in each study.
5. Both studies stressed the importance of keeping up with new developments in the field of education by attending and participating in educational and professional meetings.
6. Assistance given to beginning teachers and help in interpreting the school program to the community were two more phases which both investigators found worthy of comment.
7. Similar supervisory techniques were discussed, with more detail being given in the present study. In both studies proposals were suggested for the use of such techniques as: workshops, individual conferences, school visitations, bulletins from the consultant, and assistance given in the selection and use of professional materials. In addition, the present study discussed the values of inter-school visitation and group conferences.

A further comparison of the studies showed that a part of the Heitland study was concerned with the listing of activities in which that investigator had engaged during the year, and which it was suggested, might be typical of activities of an education consultant in Webster County. An

important part of the present study was concerned with identifying those areas and activities which administrators of the local school districts believed to be important in the program of supervision in Carroll County. It was noted that there were a number of similar activities. These included: school visitations, bulletins from the consultant, teacher conferences, in-service workshops, and attendance at professional meetings.

The syllabus which was prepared as a part of this research was designed to not only suggest sound principles basic to any general program of supervision, but also to list some of the more practical aspects which a consultant new to the supervisory work in Carroll County might wish to consider.

CHAPTER IV

A SYLLABUS TO GUIDE THE CARROLL COUNTY ELEMENTARY EDUCATION CONSULTANT

Welcome to your new position in Carroll County! We hope that you will find your work as county elementary education consultant a challenging and yet a richly rewarding experience. This syllabus has been prepared to offer suggestions which may help you to get started.

No two school systems are alike, no two administrators are alike, no two teachers are alike, and no two consultants are alike. Therefore, it would be impossible to prepare a syllabus that would fit all people and all situations. This guide was prepared to fit conditions as they existed as of June, 1965. Adjustments will need to be made as time goes on, but it is believed that some principles will continue to be regarded, for some time, as basic in an effective program of supervision. Much support for the following statements may be found by reviewing the writings of experts in the field of supervision.

1. The present concept of supervision is that it is a service activity and that the consultant is to serve as a resource person to administrators and teachers, whenever and wherever needed, in order that they may do their jobs better.

2. Beginning teachers can be helped to develop desirable teaching methods and procedures through careful assistance and suggestions by the consultant.
3. Because of continuing changes in educational practices, all teachers have need of the services of a competent consultant to aid them in improving their teaching skills.
4. It is important that the consultant develop a sound educational philosophy because one's actions are guided and generated by one's beliefs.
5. The consultant may be asked to work with the teachers and the administrators as they cooperatively set up a philosophy of education for their school.
6. It is important that the supervisory program have purposes. When a staff helps to plan the principles and purposes of supervision, they become a part of it and better cooperation is usually the result.
7. Good human relations are essential in helping to release the hidden potentials of teachers and administrators.
8. Curriculum planning should be done in cooperation with the teachers and administrators. The consultant can provide leadership and stimulation through specialized skills but emphasis must be

placed upon group participation.

9. When the consultant observes conditions which indicate a need for change, he should attempt to develop a felt need in those persons who will be effected by the change.

10. The consultant should encourage and provide support for needed changes. However, shared planning with the staff is essential in making changes.

11. The evaluation of all phases of the school program should rest upon the shoulders of those involved, but the consultant should provide valuable leadership in the evaluation process.

12. One of the most compelling necessities in the field of education is that of keeping up with new developments. The consultant can help the staff, as well as herself, to grow in understandings and skills by providing leadership in planning in-service meetings centered around the needs of the staff members.

13. The individual conference is one of the most important means of supervision because it provides an opportunity for the consultant and the teacher to help each other as they concentrate on problems of mutual concern. Much of the work of the consultant is done in these person-to-person interviews.

14. Classroom observations allow the consultant to gain first hand knowledge of areas needing attention and can thus aid him in planning improvement programs.

15. The planning and scheduling of observational visits should fit the needs and purposes of the teachers and the consultant. No one method of planning and scheduling will fit all needs.

16. The amount of time spent in a classroom during a visit depends mainly upon the purpose of the visit. It should, however, be at least one class period in length.

17. When classroom observations are used by the consultant as a method of rating the teachers, it restricts the improvement of teaching that could otherwise take place.

18. Workshops, planned around the needs of those involved, with the teachers coming as participants rather than as observers, can be an important part of the supervisory program.

19. Favorable attitudes can be developed toward group meetings, if the leaders, through careful preliminary planning, make the conferences of real value to the participants.

20. Demonstration teaching, by the consultant, requires careful planning and preparation and

oriented to the needs and concerns of the teacher or teachers involved.

21. Inter-school visitations give teachers the opportunity to see other teachers at work and to discuss with them the work that they are doing. The consultant can help to make these visitations productive experiences by careful scheduling and planning with those who are to observe and those who are to be observed.

22. The consultant can be of real service to the teachers and the administrators by helping them to select and locate professional materials designed to fit their needs.

23. Improved understandings between the school and the community can come about as the consultant helps to interpret the program of the school to the community.

24. The attitude of the teachers is one of the most important factors in supervision. A consultant who is aware of the fundamental needs and desires of teachers can do much to improve undesirable attitudes.

25. Instructional leadership is a function of both the consultant and the principal. Frequently, however, misunderstandings arise unless the responsibilities of the consultant and the principal

are clearly defined.

26. The maintenance of friendly, cooperative relations among those with whom the consultant works is essential if the consultant is to succeed in helping to improve the effectiveness of the teaching-learning situation.

27. The consultant is expected to make recommendations to aid in the improvement of instruction, but the authority for making final decisions is delegated to the administrators of the local school.

28. The consultant has a responsibility toward helping to maintain friendly, cooperative relations between the county office, the schools, and the communities.

As the elementary education consultant in Carroll County you will be working directly with the administrators and teachers of four public school districts: the Carroll Independent School District, the Coon Rapids Community School District, the Glidden-Ralston Community School District, and the Manning Community School District. The teaching-learning situation is somewhat different in each school district and therefore, the duties of the consultant will vary from school to school. It is important that the consultant work closely with the administrators in order that he might better serve the needs of the personnel of each school.

The superintendents and principals have expressed a desire to meet, at least once a year, as a group with the county superintendent of schools and the consultant to redefine and delimit the role of the consultant. In this way each member of the group might know what could be asked and expected of the consultant during the year. This meeting would probably be called by the county superintendent at the request of the consultant.

In addition, the consultant may want to request an additional meeting with the superintendent and elementary principal of each local school district in order that they might clarify the services which they might wish from the consultant. Tentative planning for the year might be done, but it is important that flexibility be maintained so that the supervisory program can be adjusted to fit the needs of the teaching-learning situation as they arise.

The following list of statements, drawn up following interviews with each of the administrators as of June, 1965, may help to guide you as you plan your program of supervision. As conditions change and as changes in personnel take place, these statements will need to be reviewed and revised.

1. The consultant will serve as a general consultant in most of the schools, but may be asked to concentrate his attention on the language arts and mathematics areas in some of the school districts.

2. The consultant should endeavor to set up a schedule which will allow him to spend one day a week in each school, but flexibility should be maintained so that he will be available for special requests.
3. The consultant should report to the principal's office upon arriving and again before departing for the day.
4. Requests for consultant help may come directly from the teacher or they may be relayed through the principal. The consultant should keep the principal informed in all matters of major importance.
5. The consultant will be encouraged to provide leadership in planning the in-service meetings.
6. Visitations in the classrooms of all teachers will be expected of the consultant in order that he might gain firsthand knowledge of the needs of the teachers. Flexibility should be maintained regarding scheduled and unscheduled visits.
7. The consultant's responsibilities will not include the rating of teachers.
8. Individual conferences between the teachers and the consultant should be an important part of the supervisory program.
9. The consultant should make recommendations for changes in the curriculum and within the classrooms, but the authority for making such changes lies with

the school administrators. The consultant should help the teachers and the administrators to see the need for any changes which he recommends.

10. The consultant will be expected to provide leadership in the planning of workshops wherein the teachers of the county will be brought together to participate in seeking a solution to common problems.

11. The consultant will not be expected to attend the general faculty meetings and the monthly principals' meetings unless the discussion is to center on his areas of responsibility, in which case he will be requested to attend.

12. The consultant may be requested to arrange for inter-school visitations by the teachers within the county.

13. As a general rule, the consultant should make use of individual conferences and inter-school visitations in helping to solve teaching problems instead of demonstration teaching. Demonstration teaching may be used, however, to guide teachers in the use of new materials and new methods of teaching.

14. The consultant should aid the teachers and administrators in the selection and use of

professional materials.

15. Through general discussions with parents and interested lay citizens, the consultant can help to interpret the school program to the different communities. He may also be asked to address civic groups and prepare releases for newspaper and radio publication.

16. The consultant should cooperate, if requested to do so, in the grouping of children for classes.

17. The consultant may be asked to give assistance in administering group tests and in evaluating and reporting on the results.

18. The consultant should endeavor to maintain peer relationships with the teachers and the administrators so that they may all work together as a team.

19. The consultant will be expected to attend and take an active part in educational and professional organizations in order to keep up with new developments in the field of education.

20. The consultant will be expected to serve as a resource person to teachers and administrators, whenever and wherever he is needed.

Best wishes to you as you go forward in your work as the Carroll County Elementary Education Consultant. May you be guided by the suggestions in this syllabus. An admonition,

well-worded by Spears, may serve to further guide you in your work.

> There is a danger of raising supervisory sights so far above the mechanics of classroom operation that the only view available will be one of the clouds. It behooves the school worker to be idealistic in his endeavor, to the extent of ever reaching for improved school conditions, but at the same time to be realistic, ever cognizant of the actual setting in which such improvement must take place. . . . It is when theory is tested by practice that the issues of education present themselves.[1]

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[1]Harold Spears, Improving the Supervision of Instruction (New York: Prentice Hall, Inc., 1953), p. 24.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

Statement of the problem. It was the purpose of this study (1) to analyze the duties of the county elementary education consultant; (2) to elicit the views of local superintendents and principals in respect to this position; (3) to make comparisons of the results of this study with the conclusions reached by Heitland in her 1963 research; and (4) to set up guidelines to promote more effective service by the Carroll County Elementary Education Consultant.

Statement of the procedure. The research of this project was carried out in the following steps: (1) educational and professional publications, theses, and other materials related to the work of consultants and supervisors were reviewed; (2) conferences were held with six county elementary education consultants in western Iowa and with the elementary education consultant from the State Department of Public Instruction to ascertain promising practices which they have found to be especially helpful in the improvement of instruction; (3) a guide for an oral questionnaire was prepared, appointments were made, and a personal interview was held with the county superintendent of schools,

each local school district superintendent, and each of the elementary principals of the public schools in Carroll County; (4) records were made of each interview and the data compiled; (5) conclusions were drawn from these data and the review of literature and comparisons were made with the conclusions reached in the 1963 research by Heitland; and (6) guidelines were set up in the form of a syllabus to aid present and future consultants in Carroll County.

Summary of the review of literature. A survey of literature showed that the education consultant is to serve as a resource person to teachers and administrators, whenever and wherever needed. It further stressed the need for maintaining peer relationships among teachers, administrators, and consultants and the cooperative planning of the improvement program.

Because of continuing changes in educational practices, all teachers can be assisted in improving their teaching skills through the services of a competent consultant. It is essential that the consultant keep informed of new developments in the field of education and that he assist the teachers and the administrators in the selection and location of professional materials that fit their needs.

The wise consultant will have a good working knowledge of the background of the teachers and the administrators with whom he works. Then, by carefully planning with them he

will select those supervisory techniques best suited to the situation and use them in the improvement of instruction.

Summary of the conferences. Conferences with other consultants pointed up the similarities in activities which are considered to be promising aspects in the work of the county consultant. Similar supervisory techniques, such as classroom observations, individual conferences, workshops, demonstration teaching, and assisting in the selection and use of professional and supplementary materials were employed by consultants in the various counties.

Maintaining cooperative relationships, serving as a general resource person, and keeping informed of modern trends in education were further stressed as important in carrying on the improvement program in the schools.

Summary of the interviews. Visits with the administrators revealed the need for frequently redefining and delimiting the role of the county consultant so that the teachers and the administrators, as well as the consultant, will better understand what can be asked and expected of the one serving in this capacity. The interviews further showed the need for planning with the personnel of each school district as opportunities for service in one district will likely differ somewhat from those in another district.

The administrators of the local school are responsible

for making final decisions regarding school matters in each district. Therefore, though the consultant will be expected to recommend changes as he sees the need for them, he has no authority to see that his recommendations are carried out. The county consultant has no real authority except as it is delegated to him by the administrators of each school.

The interviews further revealed a preference by the majority of the administrators for (1) general consultant services; (2) services on a scheduled, rather than on a request basis; (3) direct contact of the teacher with the consultant for discussion of problem areas; (4) visitations in all classrooms; (5) leadership in planning for in-service meetings and workshops; and (6) assistance in interpreting the school program to the community through general discussions with parents and interested lay citizens.

Summary of the comparisons with the Heitland research. Comparisons of the present study with the Heitland research showed that though two quite different approaches were used, the 1963 research being more concerned with the philosophical aspects and the present research concerning itself with the more practical features of county supervision, similar aspects of a good supervisory program were suggested by both investigators. These included the need for friendly, cooperative, peer relationships, the need for frequently defining the role of the county consultant, the

importance of keeping informed of new trends in education, and the values of various supervisory techniques.

Further comparisons showed a listing of the activities engaged in by the Webster County consultant, whereas the present study was concerned with ascertaining the desires of the administrators of Carroll County concerning the responsibilities and authority of the county consultant.

II. CONCLUSIONS

As a result of the review of literature, conferences with county consultants, interviews with administrators, and comparisons with the Heitland study, it was concluded that the county elementary education consultant in Carroll County should serve as a resource person, whenever and wherever needed, by the school personnel of the public schools of the county. He, along with the administrators, is responsible for the improvement of instruction in each of the schools.

The county consultant may make recommendations, but he has no authority except as it is delegated to him by the administrators of the school. He is expected to maintain friendly, cooperative relations with the teachers and the administrators. The consultant is expected to use a variety of supervisory techniques as he strives to meet the individual needs of those whom he seeks to serve.

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APPENDIX

Letter Used in the Study

Carroll, Iowa
May 23, 1965

Mr. Dean Stuck
Coon Rapids Community School
Coon Rapids, Iowa

Dear Mr. Stuck:

As part of my work toward a Master's Degree at Drake University I am making a study of the responsibilities and authority of the county elementary education consultant in Carroll County. In order to do this, it is necessary for me to seek your assistance.

So that I might discuss with you your feelings and your wishes regarding the work of the county consultant in your school, would you be willing to meet with me in your office at one of the times and dates listed at the bottom of this page?

I am enclosing a self-addressed, stamped envelope and would appreciate a reply at your earliest convenience.

Thank you for your kind cooperation.

Sincerely yours,

(Miss) LaVonne H. Hurd

Please check the date and time when it would be most convenient for you to meet with me.

Tuesday, June 1	Wednesday, June 2	Thursday, June 4
9 A.M. ____	9 A.M. ____	9 A.M. ____
10:30 A.M. ____	10:30 A.M. ____	10:30 A.M. ____
1 P.M. ____	1 P.M. ____	1 P.M. ____
2:30 P.M. ____	2:30 P.M. ____	2:30 P.M. ____
4:00 P.M. ____	4:00 P.M. ____	4:00 P.M. ____